

AMERICAN ASSOCIATION
OF UNIVERSITY PROFESSORS
Bulletin

Volume 35

SPRING 1949

Number 1

Editor

RALPH E. HIMSTEAD

Associate Editor

GEORGE POPE SHANNON

Editorial Committee

EDWARD C. KIRKLAND

LOUISE POUND

WILLIAM T. LAPRADE

RICHARD J. PURCELL

Publication Office: 20th and Northampton Streets, Easton, Pa. *Editorial Office:* 1101 Connecticut Avenue, N. W., Washington 6, D. C. Issued quarterly: Spring (March), Summer (June), Autumn (September), and Winter (December). Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions including Canada are \$3.50 a year. Entered as second-class matter April 24, 1922, at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

OFFICERS AND THE COUNCIL

PRESIDENT

RALPH H. LUTZ (*History*) Stanford University

FIRST VICE-PRESIDENT

JOHN A. KINNEMAN (*Sociology*) Illinois State Normal University

SECOND VICE-PRESIDENT

MARIE J. WEISS (*Mathematics*) The Tulane University of Louisiana

GENERAL SECRETARY

RALPH E. HIMSTEAD (*Government, Law*) Washington Office

ASSOCIATE SECRETARY

GEORGE POPE SHANNON (*English*) Washington Office

TREASURER

FLORENCE P. LEWIS (*Mathematics*) Goucher College

TERM MEMBERS

1947-1949

CLARENCE A. BERDAHL (*Political Science*) University of Illinois
 EARL CRANSTON (*Religion, History*) University of Southern California
 JAMES HOLLADAY (*Banking, Finance*) University of Alabama
 O. B. JESNESS (*Agricultural Economics*) University of Minnesota
 THEODORE KOPPANYI (*Pharmacology*) Georgetown University
 ARTHUR W. MARTIN, JR. (*Physiology*) University of Washington
 FRED B. MILLETT (*English, Literature*) Wesleyan University
 W. ALBERT NOYES, JR. (*Chemistry*) University of Rochester
 GEORGE E. POTTER (*Zoology*) Agricultural and Mechanical College of Texas

1948-1950

WILLIAM RAY DENNES (*Philosophy*) University of California
 MARY JO FINK (*Romance Languages*) University of Louisville
 J. SUTHERLAND FRAME (*Mathematics*) Michigan State College
 JAMES A. FUNKHOUSER (*Chemistry*) University of New Hampshire
 JAMES HART (*Political Science*) University of Virginia
 RICHARD HARTSHORNE (*Geography*) University of Wisconsin
 MABEL NEWCOMER (*Economics*) Vassar College
 J. RUD NIELSEN (*Physics*) University of Oklahoma
 CHESLEY J. POSEY (*Engineering*) State University of Iowa
 GEORGE JARVIS THOMPSON (*Law*) Cornell University

1949-1951

MILDRED F. BERRY (*Speech*) Rockford College
 WILLIAM H. BROWN (*Zoology*) University of Arizona
 ROBERT LOWRY CALHOUN (*Theology*) Yale University
 J. WESLEY CHILDERS (*Romance Languages*) New York State College for Teachers
 (Albany)

TOMLINSON FORT (*Mathematics*) University of Georgia
 BENTLEY GLASS (*Biology*) The Johns Hopkins University
 JOSEPH W. INCE (*Chemistry*) Rhode Island State College
 JOSEPH JAMES IRWIN (*English*) Albion College
 EDWIN O. STENE (*Political Science*) University of Kansas
 LOWELL O. STEWART (*Civil Engineering*) Iowa State College

FORMER PRESIDENTS

W. T. LAPRADE (*History*) Duke University
 QUINCY WRIGHT (*International Law*) University of Chicago
 EDWARD C. KIRKLAND (*History*) Bowdoin College

CONTENTS

THIRTY-FIFTH ANNUAL MEETING.....	5
A PROFESSION OF FREE MEN, <i>Elmer Louis Kayser</i>	12
THE FINDINGS AND RECOMMENDATIONS OF THE PRESIDENT'S COMMISSION ON HIGHER EDUCATION, <i>George F. Zook</i> ...	17
THE AMERICAN GOVERNMENT'S PROGRAM FOR INTERNA- TIONAL EDUCATIONAL AND TECHNOLOGICAL COOPERA- TION, <i>William C. Johnstone</i>	29
SOCIAL SECURITY COVERAGE FOR EDUCATIONAL INSTITU- TIONS, <i>Herman Gray</i>	38
ACADEMIC FREEDOM AND TENURE, REPORT OF COMMITTEE A FOR 1948, <i>William T. Laprade</i>	49
ACADEMIC FREEDOM AND TENURE.....	66
1940 STATEMENT OF PRINCIPLES.....	67
1925 CONFERENCE STATEMENT.....	70
STATEMENT CONCERNING RESIGNATIONS, 1929.....	72
CENSURED ADMINISTRATIONS.....	73
ACADEMIC FREEDOM AND TENURE, EVANSVILLE COLLEGE..	74
CONSTITUTION.....	112
MEMBERSHIP, NOMINATIONS AND ELECTIONS.....	122
DISTRIBUTION OF MEMBERSHIP AND RECORD OF CHAPTER OFFICERS.....	148
RECORD OF MEMBERSHIP FOR 1948.....	176
INDEX FOR 1948.....	177
ACADEMIC VACANCIES AND TEACHERS AVAILABLE.....	184

Contents of previous issues of the *Bulletin* of the American Association of University Professors may be found by consulting the EDUCATION INDEX.

Contributors to This Issue

HERMAN GRAY is Associate Professor of Law, New York University. He is also Chairman, New York State Advisory Council on Placement and Unemployment Insurance.

WILLIAM C. JOHNSTONE is Director, Office of Educational Exchange, Department of State. He is on leave of absence from his position as Professor of Political Science and Dean of the School of Government, The George Washington University.

ELMER LOUIS KAYSER is Professor of European History and Dean of the Division of University Students, The George Washington University.

WILLIAM T. LAPRADE is Professor of History, Duke University.

GEORGE F. ZOOK is President, American Council on Education. He was Chairman of The President's Commission on Higher Education.

THIRTY-FIFTH ANNUAL MEETING

Washington, D. C.—February 26–27, 1949

The Thirty-fifth Annual Meeting of the American Association of University Professors was held in Washington, D. C., at the Hotel Statler on Saturday and Sunday, February 26 and 27, 1949. Two hundred and fifty members and guests representative of ninety-seven colleges and universities were in attendance.

The meeting was preceded by sessions of the Council of the Association and of the Association's Committees on the Economic Status of the Profession and on Academic Freedom and Tenure on Friday, February 25, and followed by a session of the Council on Monday, February 28.

The program of the meeting consisted of addresses and reports with subsequent open forum discussion on subjects of interest and concern to college and university teachers and to all others interested in the rôle and problems of institutions of higher education and in the possibility of higher education contributing more effectively to the general welfare of humanity. Some of the subjects discussed were in special reference to the rôle of government in international educational and cultural programs in which there is special need of understanding and cooperation between higher education and the Federal Government. Five of the addresses and reports presented at the meeting are published in this issue of the Association's *Bulletin*. Others will be published in subsequent issues.

The responsiveness of the audience at the meeting, evidenced by participation in the discussions following the addresses and reports, was gratifying. This responsiveness was commented on by several of the speakers and by many individuals in attendance. Many members also expressed approval of the plan inaugurated two years ago of holding the Annual Meeting in a different part of the country each year, thus making it possible for a larger percentage of the membership to witness the Association in action and to become better informed of its nature and work.

The presiding officer of the meeting was Dr. Ralph H. Lutz, President of the Association.

PROGRAM

Saturday, February 26, 1949

9:00-10:00 A. M.—Registration of members and guests.

10:15 A. M.—FIRST SESSION

Address of Welcome: Elmer Louis Kayser, Professor of European History; Dean, Division of University Students, The George Washington University.

"The Findings and Recommendations of the President's Commission on Higher Education," George F. Zook, President, American Council on Education; Chairman of the Commission.

Questions and discussion.

2:15 P. M.—SECOND SESSION

"The American Government's Program for International Educational and Technological Cooperation," William C. Johnstone, Director, Office of Educational Exchange, Department of State; Professor of Political Science; Dean, School of Government, The George Washington University.¹

Questions and discussion.

"The Rôle and Work of the United Nations Educational, Scientific, and Cultural Organization," Waldo G. Leland, Director Emeritus, American Council of Learned Societies; Vice-Chairman, United States National Commission for UNESCO; United States Delegate to Third Session of General Conference of UNESCO in Beirut, December, 1948.

Questions and discussion.

7:00 P. M.—ANNUAL DINNER

Toastmaster: Ralph H. Lutz

Address, "A University Trustee Views the Academic Profession," Ora L. Wildermuth, Secretary, Association of Governing Boards of State Universities and Allied Institutions; President, Board of Trustees, Indiana University.

Address, "The Meaning of Intellectual Freedom," The Honorable Elbert D. Thomas, United States Senator from Utah.

Sunday, February 27, 1949

9:30 A. M.—THIRD SESSION

"Social Security Coverage for Educational Institutions," Herman

¹ On leave of absence.

Gray, Associate Professor of Law, New York University; Consultant to the Social Security Board.

Questions and discussion.

"Copyrights and the Academic Profession," Sam Bass Warner, United States Register of Copyrights.

Questions and discussion.

2:15 P. M.—FOURTH SESSION

"The Association: Its Place in Higher Education," Ralph E. Himstead, General Secretary.

"Report of Committee A on Academic Freedom and Tenure for 1948," W. T. Laprade, Professor of History, Duke University; Chairman of Committee.

"Recommendations of Committee A and of the Council of the Association Concerning Censured Administrations," Ralph E. Himstead, General Secretary.

"The Role of Chapters in the Association," Francis J. Tschan, Emeritus Professor of History, The Pennsylvania State College; Chairman, Committee E on Organization and Conduct of Chapters.

Questions and discussion.

Report of Committee on Resolutions.

Report of the results in the Annual Election.

Recommendations

At the session of the Council preceding the Annual Meeting several subjects of special concern to the profession were given careful consideration and a consensus reached with reference to each of them. The conclusions reached by the Council were referred to the Committee on Resolutions for the Annual Meeting for the preparation of recommendations for action by the Annual Meeting. Among these subjects were: Extension of Social Security coverage to educational institutions and to educational and other nonprofit organizations and associations; the proposed plan for national scholarships and fellowships; problems of Selective Service relating to deferment of students in colleges and universities; educational and cultural rehabilitation of war-devastated countries; and political interference in educational administration.

The members of the Committee on Resolutions for the Annual Meeting were: John A. Kinneman (Sociology), Illinois State Normal University, *Chairman*; Fred B. Millett (English Literature), Wesleyan University; George Pope Shannon (English),

Association's Secretariat; George Jarvis Thompson (Law), Cornell University; and Marie J. Weiss (Mathematics), The Tulane University of Louisiana. At the last session of the meeting the Committee submitted its recommendations. Following this action Professor Bentley Glass (Biology) of The Johns Hopkins University presented a statement from the floor in reference to science and dogma for endorsement by the meeting. The recommendations thus submitted were discussed and debated, and in this process some of them were amended. The recommendations, as amended, were adopted by the meeting without dissent. The texts of the recommendations follow.

Social Security

Recognizing that the staffs of many nonprofit educational, religious, and charitable institutions are at present without old age and unemployment protection, and realizing the importance of this protection to the general welfare and in the selection and retention of personnel in these institutions, this, the Thirty-fifth Annual Meeting of the American Association of University Professors urges the extension of Federal social security, old age and survivorship and unemployment coverage to the professional, secretarial, clerical, and maintenance staffs of all nonprofit educational institutions and of all other nonprofit institutions not now covered by the Federal Social Security Act in such a manner as to supplement and encourage institutional contributing retirement systems already in existence, subject to the proviso that this extension of social security coverage will in no way alter the present tax-exempt status of these institutions.¹

This meeting further urges that a committee of the Association be formed in conjunction with the Association's Secretariat to

¹ In the consideration of this recommendation it was understood that the Congress of the United States, because of constitutional limitations, does not have the power to provide for the compulsory extension of the Social Security Act to state and locally controlled institutions and that as to the members of the staffs of these institutions, whatever provision is made for their social security coverage must be on the basis of agreements between the state and local authorities and the Federal Government. In this connection the recommendation quoted above is to be construed as urging action by the Congress to provide for such agreements and as favoring such agreements to facilitate the applicability of the provisions of the Federal Social Security Act to all nonprofit institutions. In the consideration of this recommendation it was understood also that the provisions of the Federal Social Security Act are not applicable to individuals in religious orders in contra-distinction to religious institutions, since the former are not in a status of employment as defined in social security legislation.

advise in the formulation of proposals regarded as administratively feasible for the extension of the social security coverage recommended herein, and to assume leadership in bringing the influence of the Association to bear in the attainment of the goals set forth in this recommendation.

National Scholarships and Fellowships

Believing that if education is to serve most fully the national welfare, able and ambitious students must have access to institutions of higher education regardless of their financial status; and believing that this condition can be realized uniformly throughout the Nation only by use of the financial resources of the Federal Government; and believing at the same time that society will profit most if students are freely allowed to seek the fulfillment of their separate possibilities in the varied pattern of American higher education, this, the Thirty-fifth Annual Meeting of the American Association of University Professors recommends that the Federal Government establish grants-in-aid in the form of undergraduate scholarships and graduate fellowships, that these grants be made to individual students selected on the basis of ability and need, that they be awarded directly to the selected students by the Federal Government, and that they be used by the recipients for attendance at such accredited institutions of higher education as they shall elect to enter and to which they can obtain admittance, regardless of location or type of control.

Selective Service

As a contribution to the maintenance and enhancement of the long-range pattern of our culture and in the interest of national defense, this, the Thirty-fifth Annual Meeting of the American Association of University Professors recommends that the Office of Selective Service, during the period of peace-time conscription, develop a program of deferment, as distinguished from exemption, of college and university students on a basis consistent with these objectives.

Educational and Cultural Rehabilitation of War-Devastated Countries

Recognizing the continued need for assistance in the educational and cultural rehabilitation of war-devastated countries, this, the Thirty-fifth Annual Meeting of the American Association of University Professors reaffirms the recommendation of a year ago urging the members of the Association individually and by Chap-

ters to participate in the educational and cultural reconstruction of these countries by sending CARE packages to teachers and by sending books and journals to college and university libraries in these countries.

Specifically this meeting, like the Annual Meeting of a year ago, urges the Chapters of the Association to invite each of their members to make a contribution of \$1.00 or more, and where there is no Chapter action invites individual members to make such a contribution, the sums collected or individually contributed to be sent to the Secretariat of the Association to be used by that office: (1) to send CARE packages in the name of the Association; (2) to support the United States Book Exchange¹ to enable that agency to receive, allocate, and ship technical and professional books to college and university libraries in war-devastated countries; and (3) to meet other urgent needs of educational and cultural reconstruction that may come to the attention of the Secretariat. This meeting, like the Annual Meeting of a year ago, also urges each Chapter of the Association to establish a center for the collection of books and journals for shipment to the United States Book Exchange or other qualified agencies for distribution abroad.

Political Interference in Educational Administration

Believing that political interference in the administration of educational institutions in respect to the appointment of administrative officers and faculty members and to their curriculum is destructive of the integrity of these institutions and impairs their effectiveness in preparing young men and women to live in a free society, this, the Thirty-fifth Annual Meeting of the American Association of University Professors reaffirms its belief that institutions of higher education, both public and private, should be free from all political interference, and that the administrative and educational policies of these institutions should be determined and controlled only by their duly constituted governing boards, their administrative officers, and their faculties.

Science and Dogma

Recognizing that certain scientific theories and propositions are by some governments treated as dogmas to which college and university teachers must adhere and that this condition may provoke a similar attitude toward scientific theories among teachers and administrative officers in institutions of higher education in the United States, and recognizing that such an attitude would not

¹ Formerly the American Book Center; Address: Room 324, Library of Congress, Washington 25, D. C.

only be contrary to the spirit of science, which admits no absolute unreviseable scientific theories, but would also be a serious threat to freedom of inquiry, thought and expression, this, the Thirty-fifth Annual Meeting of the American Association of University Professors reaffirms unequivocally its adherence to the general principle that no scientific theory or proposition should be elevated to the status of a dogma to which members of the academic profession must subscribe.

Association Business

Censured Administrations

The General Secretary of the Association presented recommendations of Committee A on Academic Freedom and Tenure and of the Council of the Association that the Association's censure of the Administrations of Memphis State College and John B. Stetson University be removed. In support of these recommendations he presented data concerning conditions of academic freedom and tenure and Faculty-Administration relationships that now obtain at these institutions. Following a discussion of these data it was *voted* that the censure of the Administrations of Memphis State College and John B. Stetson University be removed.

The Annual Election

The results in the Annual Election of the Association which had been conducted by individual mail ballot as an extension of the Annual Meeting were presented by the General Secretary as follows: *Council Membership, 1949-51*: Mildred F. Berry (Speech Re-education), Rockford College; William H. Brown (Zoology), University of Arizona; Robert Lowry Calhoun (Historical Theology), Yale University; J. Wesley Childers (Romance Languages), New York State College for Teachers (Albany); Tomlinson Fort (Mathematics), University of Georgia; Bentley Glass (Biology), The Johns Hopkins University; Joseph W. Ince (Chemistry), Rhode Island State College; Joseph James Irwin (English), Albion College; Edwin O. Stene (Political Science), University of Kansas; Lowell O. Stewart (Civil Engineering), Iowa State College.

The meeting adjourned at 6:00 P. M. on February 27, 1949.

RALPH E. HIMSTEAD, *General Secretary*

A PROFESSION OF FREE MEN¹

By ELMER LOUIS KAYSER

The George Washington University

I count it a rare privilege to extend to you a cordial welcome to your Nation's Capital. I am totally unaware of possessing any special qualifications for this honorable and pleasing task. As a greeter I cannot aspire to the sartorial elegance of a Grover Whalen, nor would I claim the eloquence of a Chauncey M. Depew. I cannot pull the keys to the city out of nowhere, nor am I intelligent enough to fathom what lock those keys would open if I did. I am so impervious to my surroundings here that I am afraid to pick my own pollster or to guess the twenty per cent of the predictions that will not pan out. I am sure that what I say in welcoming you will bring me no decoration from a foreign government, will cause no summary transfer of any member of the armed forces if repeated, nor necessitate the preparation of any revised version for the press. In short, I speak only for myself with but the slight advantage that being a native of this city may bring. For that single qualification, I can claim no credit and incur no blame. It has, in truth, deprived me, and my fathers before me, of the sacred right of ballot, but I have at least had for a lifetime the chance to see at close range what you, my friends, do with your ballots. But all this debate which goes on in my mind does not diminish in the slightest the warmth of the welcome that I assure you is yours.

With me, familiarity with our government and its workings, here at the source, has not bred contempt but it has aroused some concern. While I, for the time speaking as a citizen, welcome you my fellow-professors, I feel like the vision of St. Paul, standing, beseeching him and saying, Come over into Macedonia and help us. For there bears down on you in sharp focus the same dominant

¹ Address of welcome delivered on February 26, 1949 at the Thirty-fifth Annual Meeting of the American Association of University Professors held in Washington, D. C., at the Hotel Statler, February 26 and 27, 1949.

problem which today bears down on every citizen, the struggle to remain a free man. We, in our profession, must stand as the first line of defense. We, by the very nature of our calling, first must feel the brunt, we must first sound the clarion, we must first know the way, we must first show the way. Never as a profession have we known problems so pressing. Never have we known so great an opportunity.

If I were a mediaevalist I would say that in a very special way the American professoriate is the Microcosmos, the Minor Mundus, in which the Macrocosmos is reflected. In a general way, we know the problem of the Macrocosm. Are we as sure of the problem of the Microcosm? Our setting is the college, the university. I am old-fashioned enough to believe that in that area is our first obligation and our richest field. I am not trying to improvise any modern variation on the old saying about Waterloo being won on the playing fields of Eton. I am saying that, in these recent years, the flooding of the colleges with millions of students offers a greater responsibility, a greater obligation than ever before. It can be met and met successfully if our colleges can continue to develop as institutions for the production of sound leadership. What are these things which endanger the position of our colleges? What are these things which jeopardize the colleges' position as the training-ground for free men?

The first that I would venture to mention is the problem of the *status quo* in the college and in society as well. It is so easy to tie on the tag of "conservative" or "liberal" and feel that the task is done. But to be a responsible conservative or a responsible liberal is not so easy. Both require a sensitivity, a responsiveness to men and to causes. Both require continuing information and equal willingness to learn. There is not necessarily ultimate salvation in a platform. It is at best a standard meter-stick which cannot be kept at a constant temperature. The left can be as doctrinaire as the right and the right can be as quixotic as the left. The conservative zeal for the enacting clause is as great as the liberal's zeal for the amending clause. Can we not recognize that it takes both to make a constitution, that the important thing is neither the enacting nor the amending clause, but the constitution itself which includes them both?

Secondly, I would venture to mention what, for want of a better name, we can call pressure groups, those organizations which exist for their own purposes outside the college but do not hesitate to inject their influence at every turn. I remember early in my professional career when it was alleged the maximum pressure groups were those of the right. In my professional infancy I was called upon to testify on Muzzey's high-school history of the United States, which had been assailed by some very well-organized groups of highly respected individuals. Then later in my career, I was conscious that the wind was changing and the pressures were coming from the left. Now lo and behold, we get them from both right and left. We are confronted with all the old techniques and many new ones. The enhanced influence and the increasing registrations of our colleges have made them happier hunting grounds for the "isms" than ever before. Whether such influence is directed against a single professor, a whole faculty, a President or a board, it is still iniquitous and can destroy a college as an institution of higher education.

In the third place, present problems in college finance as well as in our general economic structure would apparently indicate an increasingly more intimate fiscal relation between education and government. Financial dependence brings with it regulation, maybe control. Within a very few years we have heard a remarkable change in tune on the part of some college administrators. In more than one case, the line of the high-and-righteous who once would not touch a government penny now forms to the right of the till. There is nothing necessarily wrong in this. There is no reason why government on any level, federal, state, or local, should not implement its obligation to "promote the general welfare" through a helping interest in education. At the same time, there is no reason why regardless of the source of its support any college should abdicate its responsibility to maintain an institution where free men can teach free men. Surely, as the colleges face the great transformations of the immediate future, they will not declare any moratorium on the ingenuity and the imagination which will enable them to carry on as true educational institutions.

And finally I think of a problem that we have in large measure brought on ourselves. In this case, where I know so many bruises

are so recent, I am apologetic about bringing the matter up. But, the problem remains—the accrediting agencies. In spite of the action of the Association of American Universities last fall, they are still with us and will be until the last questionnaire has been thrown in the wastebasket and that fact duly certified to the last executive secretary. It seemed so reasonable when, but a few decades ago, we talked about raising standards. It seemed so logical to organize on that basis. It seemed so reasonable to get professional support. But my, how Topsy grew. The University, the constituent schools, individual departments—all of them were reached for by this Frankenstein that we had created. Reports, study data, inspecting committees began to make the college the agent of the accrediting body, preparatory to becoming its creature. This is, of course, no new story but the problem still is with us.

And so I could go on and on. These are but a few of the problems, largely as they were tossed my way as I talked with the president of a large university about our common concerns a few days ago. All the things that I have said point in one direction. They all jeopardize college education as we know it should be. I have said in simple language that its basic obligation is to train free men.

That obligation can only be met if the control over what a college teaches is in the hands of its faculty. A faculty cannot hope to train free men unless it is composed of free men. I have been thinking primarily of the milieu in which a faculty operates but I do not ignore the basic requirement that the professor be as large as the freedom he demands. The easiest way to lose professional gains is to be too small for them when they are achieved. The professor is a most influential member of the community which he shapes. Unless he will to be free himself, the favoring structure of the college and the support of society as a whole will be but transitory. He, the luckless professor, will be crushed under the collapsing structure of which he was the weakest stone.

The same problems, but in a less special idiom, confront our citizens as a whole. The kaleidoscopic changes of a new age demand free men and at the same time make it harder for men to be free. But only to the extent that men can conserve their personal integrity can our society endure. In the political and in the academic spheres the basic problem is the same. But on us, the light

is focused more clearly. Not only must we find and meet the problem in ourselves, but we must be prepared to point others on toward a solution. If we, here today, and the vast constituency which we represent, can qualify as truly free men in free institutions, democracy need have no fear and higher education will know its finest hour.

In that high hope, I bid you welcome.

THE FINDINGS AND RECOMMENDATIONS OF THE PRESIDENT'S COMMISSION ON HIGHER EDUCATION¹

By GEORGE F. ZOOK

American Council on Education

It is now a bit more than a year since the first volume of the report of The President's Commission on Higher Education was issued. Straightway it received, for a report on education, an unprecedented amount of attention in the public press. Since that time, it has provided the occasion for one or more articles in almost every educational journal. It has served as the basis for programs in the annual meetings of many, if not most, of the national, regional and state organizations in the field of higher education. Throughout all of this discussion there has been generous approval of the report from many quarters, which is naturally gratifying to the members of the Commission, and equally sharp criticism from other quarters. It seems clear, therefore, that the Commission dealt with a vital subject in which there is a deep popular interest which fortunately extends far beyond academic circles.

It would seem that the time has now come for a calm but frank appraisal of the reactions to the report, both favorable and critical. To do this thoroughly would require more time than I have had at my disposal and more time than you can possibly devote to the subject today—important as it may be. Nevertheless, this approach seems to me, as a member of the Commission, far more satisfactory than to fall a prey to the temptation to devote myself to any attempt to answer the criticisms which have appeared from time to time. To me it is more important to remember that the country is faced with some very serious problems in higher educa-

¹ Address presented on February 26, 1949 at the Thirty-fifth Annual Meeting of the American Association of University Professors held in Washington, D. C., at the Hotel Statler, February 26 and 27, 1949.

tion, that the report of The President's Commission offered some constructive solutions for these problems on most of which there is a substantial amount of agreement and therefore that we should keep our attention fastened on these matters until we have made real progress in solving them.

II

For, in considering any subject, it should be remembered that it is human nature to expand on what are regarded as the deficiencies in a situation. It has been said properly, it seems to me, that the report itself errs in not adequately expressing appreciation for our great accomplishments in higher education in this country. It is natural that the critics of the report should make the same mistake of elaborating on points of disagreement to the neglect of other points of equal, if not greater, importance on which there is substantial agreement. In what I have to say this morning, I propose to identify a few of the major conclusions in the report on which I believe there is substantial agreement but which, unfortunately, I believe have, in the course of debate on other matters, been neglected.

1. The report attempts to make a strong case for the expansion of post-high-school education, based on social needs on the one hand and the rights of individuals for self-development on the other, toward a goal of 4,600,000 enrollment in 1960—about twice the size of the present student body and approximately four times the enrollment prior to World War II. While doubts have been expressed as to whether any such goal can actually be reached and whether, in any such process of growth, educational standards can be preserved, I have been pleasantly surprised at the general acceptance of the thesis that there should be a very substantial expansion of post-high-school educational facilities in this country.

I have endeavored to satisfy myself as to why this idea should be so generally accepted. I believe it may be due to two reasons: (a) There is general appreciation of the fact, now no longer merely a matter of opinion, that there are many capable young men and women not enrolled in any kind of institution of higher educa-

tion; (b) A large portion of these come from families which find it hard to send their children to college.

In other words, there is a great deal of latent talent in this country which is going to waste for lack of development. Now I am not one of those who believe that we can ever develop our educational facilities to the point where 100% of those who intellectually could profit from further education beyond the high school will, as youths from 18 to 22 years of age, do so. But as the Commission clearly points out, if we could take down the barriers, if we made facilities in higher education more accessible, if we would diversify them more to satisfy social needs and individual differences and if we would improve our guidance and instruction procedures, there would ensue a great expansion which might well approach the goal of 4,600,000 students by 1960 which the Commission set.

We agree pretty well with The President's Commission on all these things, but I contend that as educators we are quite derelict in our efforts to bring this great waste of human talent continuously and forcefully to the attention of the country in order that through an aroused public opinion something may be done about it.

2. One of the means of bringing about an expansion of higher education in this country on which there seems to be quite general agreement is the program of national scholarships and fellowships recommended by The President's Commission. A few years ago such a recommendation would have created a stormy debate. But experience with the NYA Student Work Program and especially the G. I. Student Program has softened the opposition of those who do not believe in the use of public funds toward the support of privately controlled institutions. Two years ago, for example, when the American Council on Education made a canvass of this situation, it was found that the executives of 129 public institutions favored the provision of federal funds for a national system of scholarships which should be made available to students in all types of colleges and universities, as against 37 who opposed. The executives of the privately controlled institutions voted overwhelmingly for such a national system of scholarships—246 to 21. There is certainly general agreement that capable and needy students should receive financial assistance even

though it may seem to be an indirect means of financial support to those institutions which derive the major portion of their support from tuition and fees.

Yet what strikes one in respect to this matter on which there is so much agreement is the comparatively small effort which is so far being made to put it into effect. No bill has yet been introduced into the Congress to carry out this program. It is true that the President in his budget message recommended a special appropriation for a further study of this matter. But one may be very sure that things do not just happen in Washington. If, as I am led to believe, we want a Federal system of scholarships and fellowships as recommended by The President's Commission, a great deal of work has to be done in support of the idea. Otherwise, what sounds like a very sound proposal will fail and we shall have no one but ourselves to blame.

3. Another proposal presented by The President's Commission is the need for improvement in the quality of preparation for college teaching. This was certainly no new discovery made by the Commission. Yeoman work was done by this Association some years ago with respect to it. The Association of American Colleges has several times expressed its deep concern on the subject. The necessity of it is, indeed, something on which we can easily agree. Moreover, it is something we can do something about now without waiting for the Federal Government to pass a law. By this I do not, of course, mean to say that there is agreement as to exactly how so desirable an end is to be attained. This is, of course, only another way of saying that there are probably a number of approaches to this problem which ought to be explored further.

But I wonder if I am not correct in asserting that while there is today a greater ferment about this matter than ever before—stimulated in part by Volume IV of the report of The President's Commission—not nearly enough is being done about it. What, for example, is the new Association of Graduate Schools (a division of the Association of American Universities) doing about it? What is the Association of American Colleges doing about it? What indeed is this Association doing about it? Finally, what is the institution which you represent here this morning doing about it? This

is only another way of saying that there is no topic or activity which seems to me to be so universally the obligation of the several associations in higher education and the individual universities and colleges as the consideration of ways and means to improve college instruction.

But before anyone else seizes the opportunity to ask me a very embarrassing question, let me pose the question as to what the American Council on Education is doing to improve college teaching. Well, I am in no better position to boast about our record in this field than most of you are, but I can say that several years ago, as a part of the teacher education study, we issued a book entitled "Toward Improving Ph.D. Programs," by E. V. Hollis, and another, "The College and Teacher Education," by Hollis *et al.* The former book is probably the best comprehensive reference book on this subject. Recently, the Problems and Policies Committee of the Council identified this part of the report of The President's Commission as worthy of further effort on our part. What we need, in my opinion, and what I hope to bring about, is the appointment of a representative national committee with sufficient funds to identify various aspects of the problem for further study and which will stimulate various individual institutions to undertake projects in this field, to be reported to other institutions through conferences and bulletins.

4. Another important recommendation of the Commission, looking toward the absorption of a substantial portion of the post-secondary school enrollment, related to the establishment of community colleges at the level of junior college instruction in the various states in the Union. I do not say that this recommendation has been received with enthusiasm either among the state institutions or the privately controlled ones, presumably because of the possible adverse effect it might have on their enrollments, although it is now widely realized that something of this sort is inevitable. There has been a rapid increase in the enrollment of junior colleges in California, Texas, Minnesota, Michigan, and Kansas. Recent surveys in Illinois, New York, and Pennsylvania have confirmed the need for further instructional facilities at this level. In other words, there is just as much demand, expressed or latent, for the addition of post-secondary school instruction now as there was

only a generation ago for the extension of the high schools themselves. Moreover, the emergence of the need for semi-professional curricula of approximately two years in length, the need for the extension of general education to as large a proportion of the youth population as possible, limitations on child labor, and the possibility of using these centers for adult education—all these argue for the general acceptance and implementation of this recommendation of The President's Commission.

Yet once more, except possibly in the American Association of Junior Colleges, there is no widespread activity going on to implement this recommendation under either public or private auspices. All this leads me to observe that it is rather easy for us to agree to or generally accept extensions and improvements in the educational situation but quite another thing to work very hard at the job of bringing them about.

III

I wish now to devote myself briefly to those recommendations in the report of The President's Commission on which there is no such general agreement as in other matters which I have discussed. First is the recommendation that Federal funds for capital additions and for general support be made available to the respective states on a formula based on income and high-school graduates for the support of publicly controlled institutions only. Two members of The President's Commission submitted a dissenting opinion on this matter. Several other members of the Commission, whose experience and contacts were primarily with privately controlled higher institutions, chose rather to support the position of the majority of the members of the Commission.

Nevertheless, I do not wish to evade the fact that there is a growing conviction on the part of the privately controlled institutions that Federal funds should be made available for capital additions and general support to them as well as to state and municipal institutions. In a referendum taken two years ago, the executives of 186 privately controlled institutions voted that if Congress were to pass a law making available Federal funds in support of education it should provide that this aid be available to nonprofit

private as well as to public education, whereas the executives of 63 privately controlled institutions did not favor such a provision.

While I am sure that there was the utmost sympathy among the members of the Commission for the difficulties facing the privately controlled institutions, it would not be possible to understand the position of the members of the Commission unless it be recalled (1) that the Commission believed that under our form of Government it was the Constitutional duty of the states to determine what institutions should be designated as public institutions and so made eligible to receive public funds; (2) that a very large portion of the states had, under their constitutions, specifically provided that public funds should be expended only in public institutions; (3) that recent decisions of the U. S. Supreme Court had made it clear that public funds should not be expended in support of that portion of the private institutions which were under sectarian control; (4) that sooner or later in connection with Federal aid there was a danger of Federal or state control which would not be welcome and that it is important that privately controlled institutions remain free if possible from this danger. On the other hand, the Commission was unanimous in holding that Federal funds or facilities should be made available equally to both privately controlled and publicly controlled institutions in support of research contracts, for purposes of national defense including buildings and instructors for the ROTC and NROTC programs, and for scholarships and fellowships, and that the traditional policy of exempting the income of these institutions from Federal taxation be continued. In other words, the Commission felt that in the face of Supreme Court decisions, the provisions of state constitutions, and divided public opinion, it had gone a long way to protect and facilitate the work of the privately controlled institutions.

Whether the Commission should have gone further and recommended, for example, that Federal funds be made available to all types of institutions for the construction of dormitories on the theory that such appropriations would be in aid of the student rather than the institution, as is presumably the basis of the G. I. legislation and the proposed national system of scholarships and fellowships, is something that certainly merits further consideration. Temporary housing was made available to both types of

institutions after the recent war and a bill is now being considered in Congress which would make grants up to 50% of the total cost, \$1,000,000, and loans not to exceed 50%, total \$150,000,000, available to publicly and privately controlled institutions alike for dormitories. Incidentally, I may say that the Council arranged for testimony in support of this measure before the Senate Banking and Currency Committee only a few days ago. Personally, I hope that the Bill may be reported out of the Senate Committee early next week.

Similarly, it seems to me that the proposed extension of the old-age and survivors benefits under social security to charitable and educational institutions, while entailing some immediate hardships on educational institutions which so far have no provisions for retirement of staff members, should, because a substantial Federal subsidy is involved, be considered as another form of Federal assistance to both publicly and privately controlled institutions. The American Council on Education, after consulting its member organizations and institutions, has strongly supported this extension of Federal aid to individual institutions.

Finally, I do not know whether further Federal assistance to privately controlled institutions for capital additions and general support is likely to be seriously considered in the early future or not. Any legislation which can legitimately be interpreted as being primarily aid to the student may receive favorable consideration. As perhaps you know, it has been suggested that a special system of scholarships for medical students be established, which would pay the entire cost of the student's education. Possibly also there may be other examples of the Federal Government constructing hospitals for the use of medical schools for privately controlled universities as was done here in Washington about two years ago. In other words, the attitude of the public on matters of this kind depends in no small part on the seriousness of the problem which presents itself. An extension of medical education is certainly in this category and could set a precedent which would ultimately be far-reaching with respect to Federal support of privately controlled universities and colleges.

I am firmly convinced, however, that the solution of the financial problems of the privately controlled colleges does not lie primarily

in any kind of public support. The solution lies in the support of their constituents, particularly their alumni. Many a distracted college president spends a large portion of his time chasing down dollars, wherever they are suspected of being in hiding. But the matter of private support for colleges has now become a business just as community chests are a business, demanding planning, organization, and cooperation. In my opinion, therefore, what we need at this stage is a national commission with sufficient funds to set forth the contributions, services and needs of the privately controlled colleges continuously to the public in order that individual and cooperative campaigns may be vigorously and more effectively developed.

Another matter on which there has been sharp disagreement with The President's Commission has to do with the recommendation on the matter of racial segregation at institutions of higher education. While the Commission on Higher Education did not go anything like as far as The President's Committee on Civil Rights in demanding that Federal funds be withdrawn from those states which establish separate educational facilities for the two races, it did condemn the practice in principle in no uncertain terms, recommended that state laws providing for segregation in education be repealed, and pled with the individual institutions to lead the way in giving it up. It pointed, moreover, to the practical impossibility, especially at the level of higher education, of providing equal facilities for the two races as required under recent interpretations of the Fourteenth Amendment by the U. S. Supreme Court.

I must confess that to me there is no alternative to the Commission's recommendations on this matter if we are to live up to the fundamental law of our country as interpreted by the Supreme Court. As the Commission makes clear, we are being scrutinized closely for this deficiency in our practice of democracy and there is certainly a growing public sentiment against it. It is gratifying to note that several of the state universities in the South have modified, at least in a small way, their previous practice of segregation, and the students at the University of Missouri, for example, have made it clear that they believe the time has come for a fair deal on this important matter.

IV

Finally, I know that there is another question which has caused honest concern, namely, how we are going to finance so great an expansion of higher education, especially when it will require at least the doubling of present buildings and equipment, costing several billions of dollars, and, if the recommendation of The President's Commission is followed, the elimination of all fees for freshmen and sophomores in state institutions and public community colleges and even the reduction in fees in privately controlled colleges to the prewar level.

The answer of the Commission is that while the expenses of higher education have greatly increased they have not increased nearly so rapidly as the national income, with the result that at the present time we are actually expending for higher education in all types of institutions a smaller proportion of our national income than before the war, namely, a fraction of one per cent. In 1932, 0.65% of one per cent of our national income was spent for higher education; in 1942, 0.46% of one per cent. If the recommendations of The President's Commission are carried out, 1.19% of our national income will be spent for higher education. Please do not be too much worried about the expense therefore. We can afford the bill all right provided only that we do not have to expend all of our available resources on preparation for another war.

But how, you ask, is the money to be raised? The answer, according to The Commission, is as it has been hitherto, namely, from private gifts and endowments, from the states, and from communities according to their ability to pay, and to a larger extent from the Federal Government. At once some one will be moved to say, "Yes, one more instance of running to the Federal Government to support functions which, under our Constitution, were reserved to the states and localities to administer, and presumably to support." One who holds to this theory has much to support his conviction; but he forgets two important facts. First, that all education, including advanced technical and professional education, is as vital to the preservation and safety of our national welfare as it is to local and state affairs. We have just witnessed, for example, in the recent war the extent to which our educational

institutions may be taken over and administered for our national defense.

Secondly, he forgets that in 1913, an Amendment to our Federal Constitution was adopted, the implications of which we are only gradually coming to realize, namely, the Amendment conferring upon the Federal Government the authority to levy and collect income taxes. To be sure, that Amendment did not take away the power of the states also to levy income taxes, but the practical results have been much the same. Only about two-thirds of the states levy income taxes at all, and in the others only a small fraction of the amount of taxes is secured from this source as compared to the amount that pours into the Federal Treasury.

It is no accident, therefore, that contemporaneously with the passage of the Sixteenth Amendment, the Federal Government has been requested—and has acceded to these demands—to hand back a portion of the proceeds of Federal revenues to support functions traditionally and essentially of a state and local character, namely, roads, health, social security, and education. Far from denying this tendency, therefore, it must be accepted, provided in education it is not accompanied by Federal control, because it is certain that the Federal income tax amendment is not going to be repealed, and because the process of handing back a portion of Federal revenues to the states according to their needs, rather than in proportion to their ability to pay, presents the one and only means we have to equalize educational opportunities among the states which, as everyone knows, vary so greatly in per capita wealth and income and, therefore, in their ability to support education and other public welfare programs. Federal aid to education is, therefore, both right and inevitable, and the sooner we can convince Congress of the righteousness of this cause, the sooner we can plan for that expansion and improvement of all levels of education to which this country is entitled.

In conclusion may I say that The President's Commission on Higher Education endeavored to do a conscientious job. In the limited time at its disposal it compiled all of the information possible on which to base its conclusions. It realized that it had been asked to deal with a problem, the solution of which will determine for the next generation nothing less than our standard of

life at home and our place among the nations of the world. For that reason, it felt that it must be careful in its analysis of individual and social needs and forthright in its pronouncements. If, in any sense, it seemed to show lack of appreciation for past accomplishments, it was because it was even more deeply concerned as to what lies ahead and what the Commission might do to awaken the American people to the critical nature of the problem and to offer some guidance on which action might be based. Fortunately, the American people do not have to follow this advice if, through the processes of further study and public discussion, sounder policies can be developed.

THE AMERICAN GOVERNMENT'S PROGRAM FOR INTERNATIONAL EDUCATIONAL AND TECHNOLOGICAL COOPERATION¹

By WILLIAM C. JOHNSTONE

Department of State

The interchange of persons, knowledge, and skills is not a new idea; it is deeply embedded in our history. It dates from the time our young people began to go abroad for graduate study, and American professors first accepted exchange chairs in foreign universities. In like manner, foreign students have for many years been coming to this country. Most of us remember the influx of Chinese students into the United States under the Boxer Fund, which we remitted to China in the form of scholarships.

Aside from this informal interchange of professors and students, the American Government has for years been responding to requests from foreign Governments for technical specialists to assist in the economic, social and political development of their countries. Private institutions have also received such requests and have sent experts out to do research and teach in all parts of the world.

The essentials of the present program of the American Government have been carried on for about ten years. This program had its inception under the good neighbor policy with Latin America. In accordance with that policy, under Public Law 355, the United States was authorized to exchange professors and students and scientific and technological personnel with other American Republics. The program was ultimately coordinated in the Office of Inter-American Affairs under Nelson Rockefeller. In addition,

¹ Summary transcript of address delivered extemporaneously on February 26, 1949, at the Thirty-fifth Annual Meeting of the American Association of University Professors, held in Washington, D. C. at the Hotel Statler, February 26 and 27, 1949.

during World War II, a similar program was conducted on an emergency basis with China and countries in the Near and Middle East. After the war—in the Fall of 1945—the programs carried on by the Office of War Information during the war period were all brought together and placed in the Office of International Information and Cultural Exchange.

The whole cooperative program, therefore, is by no means new to us. But it must be recognized that there are certain factors now existent which render it more important than at any time in our past, not only to the United States, but to the rest of the world.

Paramount among these factors is the extent and scope of World War II, which resulted in the unprecedented loss of trained manpower, as well as the destruction of records, papers, libraries and institutions of learning abroad. At the same time the advance of technological and scientific skills in the United States was stimulated by World War II. Probably in no other country is there today such a great store of knowledge which people from all countries want to tap.

In January, 1948 the Congress passed the United States Information and Educational Exchange Act of 1948—known as the Smith-Mundt Act. This act specifically recognizes that there are two objectives which our Government should seek to achieve: to promote a better understanding of the United States, its people, its institutions, and its cultures, in other countries; and to increase mutual understanding between the people of the United States and the people of other countries. The act is world-wide in scope and authorizes the Department of State to conduct an information and educational exchange service to disseminate abroad information about the United States through all means at its disposal.

The basic philosophy of this program which the Congress authorized our Government to conduct is a unique departure from the traditional concept of international relations. In the past, international relations have been for the most part on a government-to-government basis. A few officials in the diplomatic service and in foreign missions abroad have had contact with a handful of officials of other governments, and the normal day-to-day business has been conducted through narrow channels involving relatively few persons. The new program which the United States Government is

sponsoring is designed to work through governments, to be sure, but also to work directly with the peoples of other countries. It is predicated on the basis that the United States should strive not only to increase the understanding which peoples in other countries have of our country, our institutions, our way of life, and our policies, but that, in turn, the United States should seek to develop a fuller appreciation of the ways, the cultures, and the institutions of the people of other countries. Certainly this cannot be accomplished through normal diplomatic channels alone. People must be given an opportunity to observe other countries first-hand and get acquainted with the people of these countries.

Certain sections of the act specifically authorize the State Department to conduct an exchange service for the exchange of persons, knowledge, and skills in the fields of education, the arts, the sciences, and literature; to support American schools and institutions abroad; and, in general, to carry on a program not only of sharing our know-how, but of making America better understood through the medium of information and the exchange of persons and materials.

Another unique feature of the Smith-Mundt Act is the creation of two advisory commissions—one on international information, and the other on educational exchange—to advise the Secretary of State on the conduct of these programs as an essential arm of American foreign policy.

These public commissions, composed of leading private citizens, are appointed by the President and their members serve without pay. They not only advise and recommend to the Department of State, but report to the Congress what action the Department has taken in following the recommendations which have been given. These commissions serve as an effective channel through which groups all over the country can make their ideas and criticisms known, and insure that there is a direct channel to the Department of State.

II

I should like to highlight the type of activity being carried on by way of a personal reference. In 1947 I was in New Delhi,

directing the information and exchange program for India. Some will recall that, shortly after India's independence was declared, there was an unfortunate series of riots lasting about ten days, in which a great many people were injured. We had to close our United States information library in New Delhi during that period because of the very uncertain situation. However, I used to go over every day—usually twice a day—to inspect the premises and make sure that nothing had been disturbed.

One day, at the height of the rioting, as I went up the stairs to the library, I heard some people coming up behind me. As I looked behind, there were three Indians rapidly ascending the stairs. It was a tense situation, and I do not mind admitting that I was apprehensive. I turned around and asked them in a rather harsh voice what they wanted.

They said, "Please, sir, is the library open?"

I explained that it was closed because of the rioting and asked what they wanted in the library.

"We just want to come in to get some information," they pleaded.

Much relieved, I asked, "What do you want to know?"

The spokesman said, "Could you tell me how I could subscribe to an American dairy farmer magazine?"

"Why do you want that?" I asked.

He answered, "My friends here have some dairy farms outside of New Delhi, and we have been told that you have a library here—that you have information about American dairy farms. We want to try to develop a dairy farm where we can have pasteurized milk, and we would like some help and some information."

I gave them some books and Government pamphlets, and as a result of that we established an interesting working relationship with about thirty dairy farmers who wanted to know, not only about dairy farms in the United States, but how dairy farmers lived, how they voted, and how Americans lived generally. This is typical of the questions which come to our libraries.

Today there are 63 of these libraries in 40 countries, and they provide a cross-section of information on all aspects of American life and institutions—everything from "Who are the justices of the Supreme Court of the United States?" to information on how to

construct a one-horsepower gasoline engine, to the question of whether Stanford University gives a course in electrical engineering, or where one can learn to be a radio announcer. We try to keep our libraries stocked with American reference works as well as with representative educational books. The librarians are professionally trained and possess a knowledge of the language of the country in which the library is located.

In Latin America we have only three of these libraries, with a fourth starting. The Benjamin Franklin Library in Mexico City, which is stocked with 20,000 volumes, has become a part of the institutional life of Mexico's capital city. Other libraries are located in Nicaragua, Montevideo, and Buenos Aires.

Since shortly before the War, groups of people—American residents in a foreign country and nationals of the country—have formed binational organizations with the purpose of trying to understand each other better. These organizations, known as cultural institutes, are incorporated under the laws of the country. We give assistance to these cultural institutes by sending books for their libraries, by sending American specialists, and by providing teachers to carry on extensive English language programs. During 1948 about 40,000 were enrolled in our English language courses who would not normally find such facilities in their schools and colleges.

Not long ago, an eminent Brazilian engineer, who has been the president of the large cultural institute in São Paulo, came to the United States for a three months' visit to study the problems of agricultural and rural communities. When he completed his tour he asked if he might live for six days on a typical farm to see what the farmers and their families do, how they vote, whether the children go to school—all of the things which go to make up American farm life. With the help of the Department of Agriculture, we arranged for him to spend six days on a farm in Massachusetts.

At the end of his visit, I asked him what impressed him most during his stay in the United States. He answered, "Well, the first thing that impresses me is that you Americans have far too many things that we don't even know about that you take for granted, and some of the best things you have are things which you

never tell us about, because you don't think to tell us. In Brazil, I have been listening to Americans come and go, and we hear of your Government and your big cities, about your T.V.A. and about your schools and colleges. But I have spent three and a half months now going back and forth across the United States, and I found things that I didn't know existed in the United States; and I never heard about them, because you don't tell us."

He added, "What impressed me most is your rural free delivery service."

I admitted that we took this for granted, and I would not have thought it would be of interest to someone in a foreign country.

He replied, "In Brazil we have no such service. The farmers can't get their mail unless they go sometimes thirty, or forty, or even a hundred miles, to a town to pick it up. The thing that impressed me most, however, is that the mail boxes were unlocked, and people received money in them, and nobody ever touched the checks and the envelopes. You have used this service as a means to provide education for your people, because they can get the news and information, and carry on correspondence, and do business." He concluded, "When I get back to Brazil, I am going to do my best to help institute such a rural free delivery service in my country."

This is an example of the kind of exchange of persons we are attempting to conduct under this program.

III

I have described the exchange of scientific and technological personnel. In order that the benefits of American scientific and technological know-how could be cooperatively shared with other countries, particularly those of Latin America, the Department of State was authorized in 1938 to conduct a program of educational exchange. In order to utilize our other Governmental agencies, an inter-departmental committee representing twenty-five Governmental agencies was established. The Department of State chairs the committee which collaborates in planning a program of co-operative scientific and technological projects with the other American Republics.

Illustrative of the type of activity which is being carried on is a five-year project for a 1950 census of the Americas. Until now, the other American Republics have never taken an adequate census. As early as 1942, the Inter-American Statistical Institute began to plan a census to be taken in all of the other American Republics simultaneously with our decennial census of 1950. The project got under way in 1944.

At the start, a study was made to determine what was needed in the other American Republics in order for them to conduct a comprehensive census. In 1945, for the first time, nationals of other American Republics were sent to the United States for training in the Census Bureau, and we sent experts to some of these Republics. By 1948 we had sent experts to all the other American Republics and had exchanged about 270 specialists and young technicians in census training and procedures. We are now completing preparations to take a census in all the American Republics in the calendar year 1950. It has been a truly cooperative project. The United States has put funds into it, and the other Governments have paid for the services, transportation, and technical assistance of the experts we have sent to them.

Not long ago I attended a luncheon at Columbia University for the latest group of census trainees who had just completed a two-months' intensive course under the Bureau of Applied Social Research of Columbia University. The Census Bureau puts these trainees under the auspices of Columbia University for this course in census-taking. They are then brought to Washington to work in the Census Bureau. One of the young men I talked with was a statistician from Haiti. He admitted that when he had been given this assignment by his Government he had been none too well-pleased because he had always thought census taking was merely head-counting. But he had changed his mind about it. Recently he had participated in the taking of a census of four square blocks in New York City which were predominantly populated by Puerto Ricans and had discovered that census-taking had important implications in the economic and social development of a country.

In addition to the scientific and technological activities of the State Department, work of a similar nature is being carried on by

other agencies. For instance, there is the Economic Cooperation Administration, operating in 17 countries in Europe, in addition to China and Korea, which brings a large number of people to the United States for training and, in turn, sends experts out to help these 19 countries. There is also the Institute of Inter-American Affairs which is responsible for furthering general welfare in the American Republics, especially in the fields of sanitation, agriculture and public health.

I had an opportunity to visit some of these health centers. I was particularly impressed with the model institution in Mexico City. It is now staffed mainly with American doctors, but more Mexican doctors are gradually coming in, and in another year the Americans will leave and the center will remain as a working example of American and Mexican cooperation.

The erroneous impression may have been gained that the exchange program is exclusively a Government program. On the contrary, the Smith-Mundt Act was passed by the Congress only after a joint committee from the House and Senate had made a careful survey of 22 European countries and returned with the conclusion that, while private organizations in the United States and industry were successful in doing a great many things along this line, it was time the American Government came in to supplement and assist in such activity. That is the underlying principle of the Smith-Mundt Act. During 1948 we collaborated in various projects with 450 private organizations and institutions.

Probably 80 per cent of the work of the Office of Educational Exchange consists of what we call facilitative work. Let me illustrate. Last year the Massachusetts Institute of Technology held a summer seminar with about forty students enrolled from various European countries. At the request of those in charge of the project we assisted in arranging transportation, handling visa questions, and facilitating the visit of these foreign students to this country. No Government funds, however, were involved in the project, except in the staff time expended.

Another example was the student ship project, in which ships of other countries were allocated to the United States to carry American students to Europe. This project was handled throughout

by private organizations, the U. S. Government being asked only for general facilitative assistance.

A good start has been made toward the achievement of the democratic concept of successful cooperation between peoples and between government and the citizen. The most direct avenue to world peace is international understanding, and the surest method of achieving understanding is to give people an opportunity to observe other countries first-hand and get acquainted with their neighbors. It is the acceptance of these beliefs which is the guiding force behind the program of cooperative exchange.

SOCIAL SECURITY COVERAGE FOR EDUCATIONAL INSTITUTIONS¹

By HERMAN GRAY

New York University

Men and women who are dependent for their livelihood upon earnings derived from work face certain major economic risks: the risk of a loss of earnings because of disabling illness or accident, because of the lack of a job, and finally, because of an inability to carry on in their old age. These are common risks. They are the same for the man who digs ditches as for the man who holds a clerical position. And they are the same for the man or woman who teaches.

Equally is it true for all of them that they cannot separately make provision against these risks through individual effort. Take a group like this. Examine academic salaries in the light of living costs and it immediately becomes apparent that the individual teacher cannot, through savings, make adequate provision, so far as any of these risks is concerned.

Fortunately, there is a principle which can be utilized in this situation; that is the principle of insurance. Insurance is one of the products of civilization. It makes its own distinctive contribution to human welfare. It is a pooling of resources and a spreading of risks. Individual contributions, relatively small and so not burdensome, are put together to build a fund large enough to provide a measure of protection for the few who at any given time actually sustain injury.

We can measure in advance the risk of old age, of accident and sickness. We have not yet learned how to measure the risk of unemployment, but even here we can make some reasonably good guesses, and through pooling provide funds for mitigating the damage.

¹ Address delivered on February 27, 1949 at the Thirty-fifth Annual Meeting of the American Association of University Professors, held in Washington, D. C. at the Hotel Statler, February 26 and 27, 1949.

The more advanced societies have taken the principle of insurance and have used it to construct systems of "social insurance." The word "social" must not be overlooked. It has great significance which often is forgotten. These Governmental schemes are not just insurance systems. True, they utilize the principle of insurance, but they couple it with the word "social" with its implications.

For example, the fact that these systems are compulsory is the expression of a social concept. Only through a compulsory system are large groups of people brought in. Obviously, the larger the covered group, the sounder is the system financially and the less burdensome upon its constituent members.

Furthermore, only a compulsory system achieves the inclusion of those people who are in greatest need of protection. It is a fact, and it is quite understandable, that under a voluntary system it is those who need the protection least who obtain it. Those who are most depressed economically find it difficult to meet any added expenditure, however slight; or they are so harassed by the problems of their daily living that they keep postponing what they should do in their obvious interest.

These are two aspects of the word "social" in this context. There are others. In the construction of a system of social insurance, the benefit formula is weighted in favor of the lower income group. When an individual obtains private insurance, which he does voluntarily at his own expense, he buys an exact equity. He receives from the insurance company just what he pays for and that is sound in private insurance. As a matter of fact, private insurance couldn't be sold unless the insurer promised and delivered to each policyholder a benefit strictly in accordance with what each pays.

But in social insurance, such exactness is neither necessary nor sound. In social insurance, the benefits furnished to those in the lower income group are greater than their individual contributions could obtain. There is ample justification for such an arrangement since to society it is of paramount concern that there be a measure of real protection for all. Adequacy of benefits, rather than individual equity, is the criterion for judging the efficacy of a social system.

In the United States, we have thus far addressed ourselves to two of these major economic risks: old age and unemployment. In that respect we have reversed the experience of foreign governments which began with sickness insurance and medical care. It is a curious thing that we didn't do that in this country. What is more curious is that of the three forms of social insurance, the one that perhaps offers the most in value is the disability program, and we have done nothing about that as yet. But we have done something about old age and unemployment.

II

Our old age system is national in scope. It is created and administered by the Federal Government. Obviously, one reason for a national old age insurance system is that the problem is the same in degree and character throughout the country and a single, centralized administration is feasible.

Under our system, benefits are provided for men and women who become aged, and for their dependent widows and orphans. The plan is financed by joint contributions; one per cent of earnings up to three thousand dollars a year from each covered individual, and one per cent of payroll from the employer. At the present, that is more than enough to meet the cost of the benefits. For some time to come, the money derived from these contributions will result in large surpluses. We know, however, that the time will come when the contributions will not be enough to pay the benefits, and that then it will become necessary to have supplementation from the public treasury. And it is right that this be so, because the principles of social insurance, again as distinguished from private insurance, require that to some extent, at least, the system be financed by Government contributions raised through progressive taxes. In that way, we achieve total community participation in aid of the wage earning groups. In that way too we obtain, to a certain degree, a redistribution of national income. Both these things are thoroughly sound in an advanced and integrated society.

It is most unfortunate that the present system of old age and survivors insurance excludes certain groups. As regards our interest here this morning, it excludes the employees of the nonprofit-

making educational, scientific, literary, religious and welfare organizations. There are a million persons on the staffs of these institutions who are thus deprived of protection. About half of that million are employed by the charitable institutions; about a quarter by the educational institutions; and another quarter by the religious organizations.

There is no principle whatever to warrant this exclusion. There is no reason, administratively, which might make it necessary.

Clearly, it is inequitable. The men and women who work for these institutions face the same kind of risk. They are going to become old; either that or they will disappear entirely; and they are just as unable to make provision for that day as are the employees of enterprises conducted for profit.

Some of these institutions have voluntarily established private plans. But only a minority have done so; and of these a great many make only inadequate provision. Finally, it is suspected that a number of these plans are of doubtful strength, financially.

This exclusion creates a grave problem for the individuals who work for these institutions. There is no justification for the denial of protection, either in terms of the service which these men and women render or in terms of their need. Surely the fact that an institution renders a great public service is no reason for unfair treatment of those who carry on the work of the institution. If anything, the contrary should be true. In any intelligently constructed society, those who serve the community should be the first to be cared for.

It is no less a problem for the institutions themselves. They started out, some of them, by asking for the exclusion, and now they are sorry, for two reasons.

In the first place, they are finding it difficult to recruit staff. They find themselves in competition with enterprises the employees of which are covered. When a person is invited to join the staff of one of the excluded institutions, one of the considerations holding him back is the fact that no provision is made for his old age.

Secondly, the governing boards of these institutions are being concerned more and more with what they are to do about the older members of their staffs. It is a moral responsibility which they

recognize, yet are increasingly unable to meet. What is more, it is a problem which never can be cured with the passage of time. It only gets worse. They realize that they must do something—the sooner the better, because next year, and the year after, the situation will only be the more difficult. That is why so many of the governing boards of these institutions are now prepared to accept coverage under the old age and survivors system.

There is some question as to whether the inclusion of the non-profit-making institutions should be on a compulsory or a voluntary basis. It is difficult to see why this question is raised. If there is anything sound about voluntary coverage, then it applies equally to private industry. If it isn't sound for private industry to have a voluntary system, then it is equally unsound for the non-profit institutions.

A voluntary system will not achieve protection where it is most needed. Those institutions that are strong will join a voluntary system; those that have difficulty meeting their budgets will not join, and of course, that is where the need is greatest—in the institutions that are financially weak. Wherever a voluntary system was instituted, it was transformed sooner or later into a compulsory scheme; but there has never been a reverse trend. Nowhere has a compulsory system been altered to a voluntary system.

The thing which seems to concern the advocates of a voluntary system is the question of tax exemption—the fear that compulsory coverage may possibly result in a loss of their tax-exempt status. That fear is groundless. The nonprofit institutions are already subject to certain special taxes. They pay sales taxes; they pay excise taxes; and yet the fact that they have been subjected to these levies has not brought them in under the general tax system of the communities in which they function.

But the real point to be made is this: these contributions are in no sense taxes. They are sums raised in a special way for a special purpose and earmarked for that purpose. They have no relation whatever to the general levies imposed by government to meet the cost of its operations.

Actually, the contribution which the employer pays under a compulsory system is only additional income to his employees. It is

part of the remuneration for their work. It is a method of giving to the employees one of the things which they are entitled to get out of their employment; that is security. Only it is done by the Government's making the collection and placing the funds in a pooled trust fund which it maintains and manages for their benefit. The payment is not made directly to the individual employee because it is much too small in amount for him to be able to do anything with it; whereas, when it is pooled, the principle of insurance operates to make a real measure of protection possible. It is no more a tax than the charge for workmen's compensation.

As a matter of fact, if the system were to be on a voluntary basis and if the contribution really is a tax, then those who join voluntarily would be doing more to lose their tax status than if they were compelled to join by legal mandate. What voluntary coverage may actually get down to is no coverage at all.

This should be noted: educational institutions which are operated by State and local Governments can be brought in only on a voluntary basis. The Federal Government could not as a matter of compulsion direct their inclusion. But that has nothing whatever to do with tax exemption. That has to do with a much broader rule of constitutional law in this country which frees all local Governments from control by the Federal authorities. These institutions, as agencies of State and local Governments, cannot be subjected to any mandatory legislation by the Federal Government. That is the reason why, as to them, whatever provisions are made must be on the basis of a voluntary arrangement between the State and the Federal authorities.

Obviously, too, mandatory coverage will in no wise have an adverse effect upon whatever private systems may already be in existence. The worst that could happen—the very worst—is that an institution having its own plan would deduct the Federal contribution from what it is now paying to meet the costs of its private system. Thus, for example, institutions contributing five per cent toward a private plan of annuities would still contribute five per cent, but the contribution would be divided, one per cent going to the Federal Government, and the other four per cent to the private plan. Even if that were to happen, it still would not have an adverse effect upon the members of the staff because the one

per cent that would be paid to the Federal Government would buy more than the same one per cent buys under any private system.

There is little likelihood, however, that the institutions would do that. They are much more likely to accept the Governmental contribution as an added sum to what they are now contributing to finance their private plans. The Federal system would thus become the basic minimum and the benefits which it provides would be supplemented by whatever benefits would be derived from existing or newly created private systems.

Here, too, a historical fact is worth remembering. When the Social Security system was launched in 1935, the private insurance carriers were afraid that this would put an end to their old age annuity business. Why have private plans when there is the Federal system? Well, it has operated exactly in reverse. It has made people conscious of the problem, and it has made them realize that the Federal system is not sufficient by any means. There has actually been a growth of private plans rather than a decrease. And this is what will happen in the area of the nonprofit institutions. There, too, there will be an increased realization of the problem, and there, too, there will be a growth of private plans to supplement the Federal program.

The American Council on Education has set up a committee to deal with this question. It is a representative committee, not limited to members of educational institutions but including the others in the nonprofit group.

The committee has come forward with the proposal that the Federal Social Security Act be amended so as to bring in all of these organizations under compulsory coverage, to bring them in without any occupational distinctions. The professor as well as the porter in a university, the doctor and nurse in the hospital as well as the kitchen help, all are subject to this risk, all need the protection. Consequently, the committee proposes that the coverage not only be compulsory but that it be universal.

It also suggests that the legislation make it clear that it is to have no adverse effect upon and that it does not in any way involve the question of tax exemption; and finally, it suggests that the legislation set up the means for integrating existing private systems with the Federal program.

This proposal was submitted in January to a meeting of the constituent members of the American Council on Education, and after debate, was adopted by a vote of 35 to 6. The minority voted against it, not because they felt Governmental action wasn't necessary, but solely on the ground that they preferred voluntary to compulsory coverage.

III

Now a word about unemployment insurance. The wage loss caused by joblessness is dealt with in a different way in the United States. Our unemployment compensation systems are erected on a State basis. The Federal Government, itself, does not provide the compensation. All it does is to compel the States to take action. It has enacted a statute which imposes upon employers a contribution of three per cent of their payrolls, with the proviso that if the particular State in which they do business establishes an unemployment insurance system to which they contribute they will receive a credit against the Federal tax—not a full credit, but a ninety per cent credit, a credit up to 2.7 per cent of their taxable payrolls. And of course the States, under that pressure, have all enacted unemployment compensation laws.

The bulk of the State systems are financed solely through employer contributions. Just a handful also have an employee contribution; but this has been found unnecessary. Much more money has been collected than has been spent. Consequently, a few States have diverted their employee contributions and are using them to finance the payment of cash benefits to employees during periods of disabling sickness or accident.

The same exclusions exist in unemployment insurance as in old age annuities. The employees of the nonprofit-making institutions are not covered. And the question becomes what, if anything, should be done about it?

More information is needed before that question can be satisfactorily answered. At this time, the nature and the extent of unemployment in the nonprofit institutions is not known. Of course, it may very well be that as a matter of principle there ought to be no distinctions. It may be that as a matter of principle these institu-

tions and their staffs should be covered by unemployment insurance just as they should be covered by old age insurance. Perhaps that is the way to deal with the problem. Yet, it is doubtful whether in this field we ought always to be governed by pure principle and simple logic.

The situation with respect to old age is quite clear. It is a risk to all who work for a living, irrespective of the kind of work they do. That is not true about unemployment. It varies with each industry. What then is the pattern of unemployment among the nonprofit enterprises and what is the degree of the risk?

In thinking of unemployment compensation, it is well to remember that it is not a depression device. It is true that our unemployment insurance system was born in the great depression of the early nineteen-thirties. But it would be a mistake to think of unemployment insurance as a means for dealing with depression unemployment. It is not that at all.

Of course, in a major depression, it will serve as a brake. It will serve to cushion the blow, to be sure. But it is not possible to construct a system of unemployment insurance which could see the country through that kind of a depression.

Unemployment insurance is rather intended for what may be called the normal fluctuations of our economic life. It is designed to mitigate the wage loss caused by the temporary dislocations which mark our industrial operations.

If that is the function of unemployment insurance, the question arises whether it is needed for every member of the staffs of the educational, scientific, welfare and religious organizations. Perhaps occupational lines should be drawn. Perhaps unemployment insurance should be provided for some of the staff members only because the others do not require or would not benefit sufficiently from the kind of protection which it affords. There can be little doubt, for example, that the kitchen help in the hospitals clearly are in need of unemployment insurance. But there is real doubt about the teacher, the doctor and the clergyman. At any rate, this is a subject which calls for investigation so that we may know what needs to be done.

The nonprofit enterprises are in a different financial position from those operated for profit. Private industry passes on its con-

tribution of three per cent to the consumer in the price. That is a fact which must be faced. It would be better if it were true, as some seem to assume, that a levy on payrolls is a levy on profits. We would have a much sounder system of social insurance if that were so.

But it is not so. A payroll tax does not come out of profits. It is charged up as a cost of doing business and the consumers pay for it. The nonprofit-making institutions, however, are not in a position to pass on the cost that way. Consequently, it would be sound, particularly in view of the public service they render, if they were to be given differentiated treatment so far as meeting the cost of unemployment insurance is concerned. There are two ways of accomplishing this, and both should be studied.

To state the first of these requires an excursion into the technical operation of our unemployment insurance system. We, in this country, have adopted the very curious idea that the individual employer is personally responsible for unemployment in his plant and that he has it within his power to do something about it. Beginning with that premise, we have concluded that if the individual employer is given a financial inducement to "stabilize" his operations, he will do so, and that then, in that way, we will solve the problem of unemployment.

To the economists in the audience I refer this concept for comment. Suffice it to say that in order to induce employers to stabilize, we reduce the initial rate of contribution in accordance with the degree of unemployment that their plants experience. As a result, employers are actually contributing much less than three per cent of their payrolls. In New York, for example, they are down to one and one-half per cent as an average contribution. In some States they are down to as little as one-half of one per cent. It has worked thus far because, even with reduced contributions, much more money has been coming in than has been needed for benefit payments. New York has a reserve of more than a billion dollars despite the fact that over the past four years the total of contributions from employers has been reduced by more than four hundred million dollars.

Therefore, the first way which has been suggested to ease the burden for the nonprofit-making enterprises is to require of them

from the very start a contribution at the average rate prevailing in the particular State in which they are located rather than the full three per cent. Thus, for example, such institutions in New York would contribute one and a half per cent, and in the District of Columbia they would pay only a half of one per cent, which is the present average rate.

The second way would be to put these institutions on a straight cost basis. Governmental employees, too, have been excluded from unemployment insurance. New York decided that this was not right and so it has extended the protection of its system to its own employees. But clearly there was no good reason for the State of New York to contribute continuously three per cent of its payrolls to the unemployment insurance trust fund. What it has done instead was to bring the State employees under the system so that when any of them loses his job, he gets benefits on the same basis, in the same amount and under the same conditions as employees in private industry. Then, at the end of the year, the State reimburses the trust fund for the total amount paid out by way of benefits during the year to former State employees.

This may be a good way of handling the situation so far as the nonprofit institutions are concerned. They couldn't then say that they were being required to help carry the general burden of the unemployed, something which should not be asked of them as it can be of private industry. They would be paying only what it costs to care for their own unemployed.

Moreover, if it be true of these enterprises that they create little or no unemployment, as some contend, then they would have nothing to worry about because if an institution did not throw anyone out of a job, no benefits would be paid to any of its staff and it would be put to no expense.

ACADEMIC FREEDOM AND TENURE

REPORT OF COMMITTEE A FOR 1948¹

To the Members of the Association:

Writing in December, 1941, on behalf of your Committee on Academic Freedom and Tenure in what I confidently described as "my last annual report" as its Chairman, I recounted briefly the history of the operation and achievements of the Committee. I venture to suggest at this time that members of the Association who have not already done so will find it useful to inform themselves concerning the history there set forth.² The achievements then reviewed have since been substantially enhanced by the work of the Committee in a difficult time, for four years under the Chairmanship of Professor Edward C. Kirkland and for two years under the Chairmanship of Professor George Pope Shannon, now Associate Secretary of the Association. The seven years that have elapsed since I completed my previous term as Chairman of the Committee have witnessed further progress in the work of the Association relating to the principles of academic freedom and tenure.

As was pointed out by the Association's second President, Professor John H. Wigmore of Northwestern University, the development of public support for the principles of academic freedom and tenure is not a "problem to be solved in a year or in ten years." He went on: "We must patiently proceed to formulate our own views of the needs of our own time, and must then endeavor to impress these views on the community at large. Our function is to build up a sound public opinion." As a method of achieving this end, he suggested the use of "impartial" bodies making

¹ Presented on February 27, 1949 at the Thirty-fifth Annual Meeting of the American Association of University Professors, held in Washington, D. C., at the Hotel Statler, February 26 and 27, 1949.

² *Bulletin*, American Association of University Professors, February, 1942, pp. 68-83.

inquiries in a "judicial spirit." This method has now been pursued for more than a generation. The results justify the foresight of the founders of the Association and the continuous labors of those who succeeded them. The growing influence of the Association in the academic world is not wholly measured by the increase in the number of its members by a hundred per cent since I made my last previous report on behalf of this Committee. The meeting to which I made this report approved the 1940 Statement of Principles on Academic Freedom and Tenure formulated in joint conferences of representatives of this Association and of the Association of American Colleges. This statement was preceded by the 1925 Conference Statement on Academic Freedom and Tenure, which was formulated by representatives of a number of organizations. The 1925 Conference Statement had been preceded by a unilateral statement of this Association's first Committee on Academic Freedom and Tenure known to the profession as the 1915 Declaration of Principles. These three noteworthy documents and the work of the Committee on Academic Freedom and Tenure in promulgating and applying on behalf of the Association the principles stated in them are indicative of the achievement of the Association in this important phase of its work.

In the early days of the Association when a member of the profession sought its advice or help, it was frequently necessary to send a committee to the campus of the institution against whose administration complaint was lodged. This procedure is still followed when the facts of the situation under consideration cannot be clarified in any other way or when for other reasons it seems advisable, though it has been less used in recent years than formerly. It was always cumbersome and time-consuming. It involved the careful briefing of the visiting committee concerning the information already in hand and that which was desired. The visiting committee then had to prepare a report under circumstances that were novel for most members of such committees. In a case where publication followed, much correspondence was usually necessary between the Association's Central Office and the members of the visiting committee before the report was brought to a suitable form. The standards set by Professor Wigmore for these reports, which were kept in mind by those in the Central

Office, were not always so clearly present with the members of a committee who had for the first time the experience of interviewing a complainant and the administrators of the institution concerned and of formulating the information gathered into a suitable report.

In the early years these difficulties had to be faced and surmounted. Complainants in these years were unlikely to notify the Association until after actual dismissal. Administrators were reluctant to give information unless it was requested in person. Occasionally there was point-blank refusal to cooperate. Our gratitude is due to the early committees who undertook the unpleasant work involved in investigating under these circumstances and to the enlightened administrators who later cooperated with the Association in formulating standards of good procedure and conduct. The result is that now it is the rule rather than the exception for the advice of the Association to be sought before definite action is begun. Consequently, adjustments are frequently made before things are done which it would be embarrassing if not impossible for those concerned to undo. When such adjustments do not ensue, the Association, in the process of giving counsel to and seeking information from both parties, accumulates most of the pertinent facts, with the result that it is seldom necessary to send a committee to the campus for further information even when it seems desirable to publish a statement. The procedures which I described in my first report on behalf of the Committee are thus no longer normal, though they may still be used occasionally.

This change in procedure, especially observable during the past decade, is due to the rapidly increasing membership of the Association, to the consequent greater familiarity of the members of the profession with the services which the Association is ready and willing to afford, and to the weight in the academic world of an organization which for a generation has so conducted its affairs as to win the support of a large number of members and the general respect of the academic community. But less frequent publication of reports of investigations of freedom and tenure cases in recent years has meant no diminution of the volume of the work of the Committee. On the contrary the increase in the number of cases of mediation, as contrasted with investigation of flagrant

dismissals, imposes on the Active members of the Committee in the Association's Central Office, the General Secretary, and the Associate Secretary, obligations requiring a far greater amount of time and patience than was the case no longer than a decade ago.

The growth of the Committee's work of mediation as contrasted with investigation has been brought about by the willingness of both complainants and administrators to visit the Association's Central Office for conferences which have frequently been more fruitful of insight and information than weeks of correspondence would have been. But conferences of this kind are time consuming, if for no other reason than that one who travels a considerable distance for such a conference expects a full canvassing of all relevant facts and circumstances. Thus while the Committee is functioning more effectively than ever before and its Active members in the Association's Central Office are devoting a larger part of their time to the work of the Committee, it is much more difficult than formerly to make clear to the membership at large the extent and the effectiveness of the work done. Most of the advice sought and the counsel given in these numerous conferences and in the correspondence for the Committee must in the nature of the case be confidential; the results achieved must likewise be confidential. Publicity is fatal to accomplishment in academic mediation. Even in flagrant cases, in which the efforts of the Committee to mediate have failed or the facts make it clear that mediation is not possible, any pronouncement made in reference to such cases must be judicious and must be made judiciously. It is for these reasons that the members of the Committee cannot furnish statements in reference to specific situations under consideration to reporters or other persons in search of spot news.

A situation currently under consideration by the Committee is illustrative of the judiciousness required in its work. This situation is in reference to the recent dismissal of three members of the Faculty of the University of Washington on the charge that they were members of the Communist party or of Communist "front" organizations. The teachers concerned have requested the Committee to investigate the facts and circumstances of their dismissal. The Association's concern with the principles of academic freedom and tenure makes it professionally desirable that the

facts of these dismissals be ascertained and evaluated in the light of these principles, and that a report be published for the information of the profession. But the evidence in this situation is voluminous, and the task of canvassing it and of preparing a report will require considerable time. Pending the completion of this investigation the members of the Committee can make no pronouncements in reference to the merits of the situation. The effectiveness of the Association in dealing with academic freedom and tenure cases has resulted in no small degree from the policy it has adhered to throughout its history, of seeking to ascertain facts before reaching decisions. Nothing would contribute more to dissipate the influence which has accrued to the Association because of its reputation for considered judgment than to begin now to depart from this policy of judiciousness.

Whether the work of the Association relating to the principles of academic freedom and tenure continues to be conducted wisely will depend both on the character and caliber of the Active members of its Committee on Academic Freedom and Tenure in the Association's Central Office and of the other Active members who give advice and counsel on the basis of full information concerning situations under consideration. Since only experienced members can give helpful advice on questions with which the Committee has habitually to deal, and since experienced members cannot be expected to serve in perpetuity and at the same time meet their normal professional obligations, the matter of the recruitment of new members for the Committee is of the greatest importance. A year ago such a new member was added in the person of Professor Ralph H. Lutz, the present President of the Association. Currently it is necessary to find a new Chairman of the Committee, and unfortunately it will soon be necessary to replace another member whose period of service has been longer than that of any other member of the group, Professor J. M. Maguire of the Harvard Law School.

In 1926 Professor Maguire was retained as Legal Adviser to the Committee. In the early years he helped in the drafting of investigatory correspondence and in the preparation of reports for publication. Through the years he has scrutinized the draft of every report of the Committee that has been published with

special reference to the legal implications of statements they contained. His long participation in the work of the Committee has given him experience which cannot be imparted to another by the simple expedient of transferring his files. As Legal Adviser to the Committee Professor Maguire functioned also as one of its Active members participating at every step of the Committee's deliberations.¹

In recent years the Active membership of Committee A has included, in addition to the President, the General Secretary, the Associate Secretary, and the Legal Adviser, the most recent retiring presidents who have consented to serve for a considerable period of time. Pursuant to this practice three of the present Active members of the Committee are former presidents of the Association. The gravity of the situations which the Committee is called upon to consider, particularly those of recent years, makes the experience gained in the Presidency of the Association of great value in the work of the Committee. This practice, however, calls for an allotment of time that not all of those who were honored with the Association's Presidency and who fulfilled the obligations of that office are free to make. For this reason it may be necessary to discontinue this practice or modify it by shortening the period of service on the Committee of former presidents of the Association. If this practice cannot be continued or if it must be modified as indicated, a way must be found to enlist the services of other members of the profession of comparable ability and interest in the profession who are willing to share in the responsibilities of the Committee for a period of time that will assure the values of continuity.

II

Judged by the accompanying statistical tables the volume of the work of the Committee during 1948 would seem to have been less than during some of the recent years. But as has already been

¹ Professor Maguire has also served the Association as an adviser on matters relating to the Federal income tax. In this capacity Professor Maguire has for a number of years prepared an annual statement explanatory of the provisions of the current Federal income tax law, which is published in the current Winter issue of the Association's *Bulletin* as a service to the profession.

Statistical Tables for the Years 1943-1948

Cases*

	1943	1944	1945	1946	1947	1948
Pending January 1.....	69	72	74	71	36	47
Revived from former years.....	7	8	5	4	6	4
Opened since January 1.....	68	44	43	32	39	35
	—	—	—	—	—	—
Total dealt with during year.....	144	124	122	107	81	86
Closed.....	72	50	51	71	34	30
	—	—	—	—	—	—
Pending at end of year.....	72	74	71	36	47	56

Disposition of Cases*

	1943	1944	1945	1946	1947	1948
Withdrawn by complainant after preliminary investigation.....	3	8	10	12	10	7
Rejected after preliminary investigation..	38	29	8	12	10	15
Statement published or planned without visits.....	4	6	4	3	4	1
Visit of inquiry made or planned.....	19	28	33	20	8	5
Adjustment made or being sought.....	59	34	48	44	32	36
Procedure not yet determined.....	21	19	19	16	17	22
	—	—	—	—	—	—
Total.....	144	124	122	107	81	86

* Each "case" refers to a single controversy. Committee A also deals with a number of situations not classified as "cases"; such situations are not included in these tabulations.

indicated such was not the case. Some of the situations with which the Committee was called upon to deal during 1948 were of a kind that required more than the usual careful consideration. Moreover, during 1947 and 1948 the Committee gave prolonged consideration to a question not in relation to a specific case but concerning which it was thought that a case might well eventuate, namely, whether a teacher who is a member of the Communist party should for that reason be barred from the academic profession. This question has been the subject of prolonged consideration by the Committee and of joint consideration by the Committee and the Council of the Association. The consensus reached in the deliberations of 1947 was set forth in the annual report of the Committee for that year presented to the Annual Meeting of the Association

a year ago by its then Chairman, Professor Shannon. The viewpoints expressed in that report in reference to this question were reaffirmed without dissent by the Council of the Association at its meeting on October 29-30, 1948. Those who may be interested in these viewpoints are referred to the fourth section of the report of the Committee for 1947, published in the Spring, 1948 issue of the Association's *Bulletin*, pages 118-129.

The fourth section of the report of the Committee for 1947 is concerned with the purport of the following paragraph of the 1940 Statement of Principles on Academic Freedom and Tenure:

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

The language of this statement was intended to and does leave the teacher free to advocate his own political and social views within the limits of law-abiding citizenship and professional propriety. This statement is intended to safeguard the teacher from the tendency, ever present among some groups, to say that because of his function he is not as free as other citizens to promulgate his political or social views and that he cannot affiliate with groups of which other citizens are rightfully members.

The general conclusion reached in the deliberations in reference to the Communist party mooted in the report of the Committee for 1947 was that "guilt is personal." This statement was said to mean:

If a teacher, as an individual, should advocate the forcible overthrow of the government or should incite others to do so; if he should use his classes as a forum for communism, or otherwise abuse his relationship with his students for that purpose; if his

thinking should show more than normal bias or be so uncritical as to evidence professional unfitness, these are the charges that should be brought against him. If these charges should be established by evidence adduced at a hearing, the teacher should be dismissed because of his acts of disloyalty or because of professional unfitness, and not because he is a Communist. So long as the Communist Party in the United States is a legal political party, affiliation with that party in and of itself should not be regarded as a justifiable reason for exclusion from the academic profession.

In this connection, to quote another statement from the report of last year, the Committee said that "this Association regards any attempt to subject teachers to civic limitations not imposed upon other citizens as a threat against the academic profession and against the society which the profession serves."

We cannot remind ourselves too often that the dismissal of a teacher for cause is a serious step, damaging to a reputation acquired at considerable cost both to the person involved and to society. For that reason it was provided in the 1940 Statement of Principles that the administrators of institutions of higher education should be careful of their procedure when seeking the dismissal of a teacher. But the procedural safeguards stipulated in this statement were not intended solely for the protection of teachers but also for the protection of institutions and of higher education as a whole. The purpose of the procedure is not to prevent the termination of the services of a teacher for justifiable cause, but to make sure that this act, which entails serious consequences, shall be preceded by careful thought, and shall be supported by ample evidence established by procedures that assure to the teacher concerned the safeguards of due process.

This Association, committed as it is to intellectual freedom, must always support the exercise of freedom by members of the profession, and when this freedom is challenged the Association must always question closely the basis of the challenge, even in cases of teachers who favor or advocate unpopular views held by only a small minority. The only way to achieve this freedom is for society to acquiesce in its practice and to guard jealously the right of individuals acting lawfully to exercise the freedom of their convictions. Defenders of the *status quo*, especially in our time

and in our land, need desperately to have faith that that which they seek to defend will commend itself to the favor of responsible citizens in a free country. Similarly, advocates of change, unless they intend violent revolution and the forcible overthrow of majority government, should understand that their proposals, to be adopted, must have merits sufficiently demonstrable to attract support. Advocates of freedom have to face the prospect of orderly change, extending even to the structure of society; they can only require that advocates of change discipline themselves to promote their cause by an orderly process. But if a large measure of freedom is to prevail in a political society, faith is necessary in the eventual good judgment of responsible citizens. Freedom can rest upon no other foundation.

Some types of political society can be established and maintained by force. Minorities in search of what seems to them to be the common good may and sometimes do in their zeal for a cause compel unwilling majorities to acquiesce in distasteful modes of life. This is an all too familiar phenomenon in our time, practiced on a wide scale in more than one country. Whatever the ensuing conditions in society under such a régime, the society is not free, nor is it one in which a man accustomed to a normal amount of freedom would care to live. A free society cannot use this method even if self-improvement seems at the moment to require it. Freedom involves toleration of divergent views and willingness to submit to the temporary rule of those supported by a majority. Defenders of freedom cannot afford to acquiesce in the methods of repression. They have to take the risk of having the worse made to seem the better cause or abandon hope of a successful free society.

This assumption has been among the cherished traditions in the United States from the beginning of the Republic. Leaders of this Republic in its infancy boldly flung out this challenge to the future when their country was weak, and stronger powers in the world adhered to a different philosophy. Experience thus far has justified their faith. Living by it for the most part, we have become strong. Shall we now in the day of our strength take counsel of our fears and try to defend our freedom by repressing the minorities with whom we disagree? Safety does not lie that way.

III

Fear of the activity of a minority and distrust of the practice of freedom among devotees of the *status quo* has occupied a considerable part of the time of the Committee during the past year. Mr. Henry Wallace, a man singularly honored in the past by the Government and the people of the United States, last year became a candidate for the Presidency of the United States. As a candidate he acted on his right of asserting views at variance with those of an overwhelming majority of the public, and of trying to find for these views the favor of his fellow citizens. It was not unnatural that many rallied to his support, among them some members of the academic profession. More than one college administration, finding such persons on the institution's faculty, admonished them that their activity in behalf of Mr. Wallace was an embarrassment to the institution and would damage its reputation among its patrons and supporters. These admonitions naturally caused many of the teachers addressed to be somewhat wary in stating their views. Occasionally there was one who stood on his rights as a citizen. Six teachers in all reported to the Committee that they had been dismissed because of their support of Mr. Wallace and requested intervention by the Association. In all but one of these cases the situation resolved itself into non-renewal of appointments of teachers who were serving probationary periods in the profession and had not yet achieved the continuous tenure status. Since in all but one of these cases the evidence of political motivation was, as reported by the teachers concerned, stated orally in conferences with administrative officers or was hearsay or circumstantial in nature, and since these administrators subsequently denied making any statements evidencing political motivation and gave more or less plausible and tenable reasons for their decisions, the Committee decided that, in view of the indecisive evidence at hand, statements concerning these dismissals could not be published.

In one such case, however, the teacher's current contract and his contract for the following year were summarily cancelled under circumstances that indicate political motivation. A statement of the facts of this case will be published shortly in the Association's

*Bulletin.*¹ The facts indicate that the dominant factor in the dismissal was that the teacher stood forth openly to advocate the election of Mr. Wallace, that he served for a time as chairman of the local Wallace Committee, and that he participated in and gave an invocation at a local meeting addressed by Mr. Wallace. Those responsible for the administration of the College have indicated that to have retained such a man on the Faculty of the College, even for a year—there was no question of longer tenure—would have cost the College too dearly in the support of the community in which it is located and upon which it largely depends.

In this and in similar situations administrators fail to see that in their concern for local support they run the risk of damaging the reputation and the effectiveness of the college as a college far more than could be compensated by the contributions, the patronage, and the local prestige which are supposedly endangered. It is the experience of most colleges that have had occasion to defend against local attack the freedom of the members of their faculties as scholars or citizens that the reputation of the institution is thereby enhanced and spread abroad and that students and supporters are thus attracted. There is something that wins favor in a steadfast stand in behalf of freedom when it is under attack. The courage involved is heartening to those who display it and inspires them to still greater efforts. To yield in the face of popular intimidation is to lose a measure of self-confidence and to invite further inroads from those moved more by the feelings of the moment than by an understanding of the larger social function of institutions of higher education.

When the Administration of a college or university represses a political activity which contravenes dominant local opinions, it thereby lends its support to the establishment of those opinions. The institution that travels far in this direction is soon reduced, in so far as it is effective at all, to the rôle of serving as an agency of indoctrination in the views of some group or party. When it begins, in the face of local pressures, to yield its functions as a guardian of freedom, it does more than restrict political freedom; it inevitably curtails its capacity to foster the search for truth, and to that extent contributes to shape itself into the pattern of those

¹ Report published in this issue, pp. 74-111.—The Editor.

who regard the truth as already fully known. It matters not whether the field be that of political action, or of research and teaching in science, politics, religion, or social theory; youth seeking a proper education in a changing world needs to repair to places where there is courage to face what the seekers may find and what the future may unfold. This courage will not long survive among those who are terrorized or repressed in their political and civic lives. In a time of understandable disquietude and of widespread uncertainty concerning the future, there is a natural inclination among many to rally about the familiar and to claim that it is not open to question. But this habit of mind cannot be confined to nonacademic activities; and unless we adhere to the principles of freedom it will inevitably manifest itself in scholarship and will reduce learning to dogmatism, which in the end will alienate the interest and sympathy of inquiring youth. If freedom is to be preserved, our colleges and universities must guard zealously their positions as its chief citadels.

IV

Two further items, which have occupied a part of the attention of the Committee and which will doubtless demand further consideration in the future, should be noted briefly. There is an increasing tendency for government and industry to subsidize research in universities. The land-grant colleges have long been familiar with some of the problems involved in this arrangement in the field of agriculture. If the proposals for subsidizing institutional research on a much larger scale should be adopted, we would probably be faced more frequently with questions which thus far have only come to our attention occasionally.

When a university engages a staff for the sole purpose of carrying forward a project of research, it may and frequently does stipulate contracts for a limited time, and presumably in such cases gives extra compensation for the risks assumed by the persons engaged. When the project seems likely to extend through a number of years, it is easier to recruit the needed personnel if the scholars participating are added to the roll of the institution's Faculty even though they do not engage in teaching. When this

is done, the Administration of the institution presumably undertakes to treat these scholars as it does other members of the Faculty when questions arise concerning academic freedom and tenure. It is easy, however, to see how administrations of universities may sometimes find it difficult to fulfill this undertaking in all respects. The Government or the industry may change its mind, occasionally without too much notice, concerning the nature of the project it wishes to support or the amount of support it is willing to provide. The trouble is not apt to arise in connection with short-term projects intended to provide, for the questions raised, answers immediately applicable. When the design is to explore more fundamental problems, with less thought of arriving at results immediately applicable, the project is likely to be more attractive to scholars, and the institution is tempted to make the engagements on an unlimited basis. But directors of projects of this type also sometimes decide to change the method of approach, which may make desirable a reassignment of tasks to the personnel. The question may then arise as to whether the new assignment for a given member of the staff is appropriate for one with his training and his past scholarly achievements.

The Association has naturally undertaken to support the right to tenure of experienced scholars regularly appointed as members of a university faculty and assigned to projects of research on the same basis as though they were engaged in teaching. On the more delicate question of whether or not a given assignment is a suitable one for a member of the Faculty, it is clear that the Administration of the institution should comply with specific engagements. It would seem reasonable also to expect a scholar engaged wholly for research and not for teaching to adapt himself to the exigencies of the institution in so far as that does not involve departing wholly from his special field of scholarship on the basis of which he was originally engaged. When disputes occur on this point, the most that can be expected of the Association is mediation, in an effort to arrive at an equitable, workable, and educationally desirable arrangement. The complicated nature of the questions involved makes it difficult to be sure in every case what is and what is not a reasonable adjustment.

Another point that occasionally arises concerns the publication

and use of the fruits of research of scholars engaged under the circumstances just described. Where the investigation is designed to answer questions leading immediately to practical application, there is no problem. But when a scholar addresses himself to more fundamental matters he may have a very real stake in controlling the form in which the results of his labor are made known to other scholars in his field. His reputation and his chance for further advancement in his profession may depend upon this point, and thus may involve an aspect of academic freedom. Thus far, the Committee has merely tried to deal as best it could with these questions as they have arisen. Our experience as yet is not sufficiently extensive to justify a more positive statement.

V

The final point is an exhortation to administrators, which should be interpreted in this case to include chairmen of departments, not to neglect their duty to the profession to scrutinize and evaluate the work of young teachers. The discharge of this duty, always essential to the welfare of the profession, is particularly so at this time. During the postwar years when veterans were swelling enrollment in colleges and universities and competent teachers were unavailable in sufficient number to meet the need, there were appointed to teaching positions some persons whose qualifications did not meet the normal standards of the profession. The years are passing rapidly and those recruited to meet an emergency situation move with equal rapidity toward the tenure status the Association is pledged to uphold as a means of assuring freedom of teaching and research (and of extra-mural activities) and the degree of economic security necessary to make the profession attractive to men and women of ability. During the years following the first World War when there was also an increased enrollment and a shortage of qualified teachers, many who were not qualified for the profession were appointed to teaching positions and because of administrative remissness acquired tenure status. Whether or not we are to have a recurrence of this result will depend upon the forthrightness and promptness with which we act now. Persons who have been appointed to teaching positions during the postwar years

and who have not demonstrated qualifications for the profession deserve to know that fact as soon as possible and to be given reasonable notice to enable them to find more appropriate places in society. That is the purpose of the probationary period in the profession. The best way to improve the quality of teaching in addition to the exercise of care in the appointment of young teachers is to observe the work of young teachers during their probationary years in the profession, to encourage them to develop the capacities which led to their appointment, and if their work is found to be unsatisfactory and they do not respond to suggestions for improvement, to inform them of that fact promptly so that they can seek a career in nonacademic work. If this procedure is not followed at this time, many persons who are not qualified for the academic profession will acquire status in the profession, which result will greatly handicap institutions of higher education in seeking to fulfill their obligations to their students and to society.

This report, like all previous annual reports of the Association's Committee A on Academic Freedom and Tenure, represents the views of the Active members of the Committee who share the responsibility for the day-to-day work of the Association relating to the principles of academic freedom and tenure. Apropos of the viewpoints in reference to communism expressed in this report and in the Report of the Committee for 1947, it should be noted that in the development of these viewpoints the Committee did not have before it for consideration any actual case. The Committee is mindful that legal experience has demonstrated that there are some risks in the formulation of opinions and judgments based upon abstract situations in that these may have been formulated without sufficient facts and without benefit of opposing arguments, and that they may prove to be inapplicable in their entirety to a specific set of facts. As stated in the report, Committee A now has under consideration actual cases in which there is a factor of communism. In the consideration of these cases the Committee is functioning in a strictly judicial rôle, *i. e.*, it is scrutinizing the facts and circumstances of each case and is receiving and evaluating the arguments and viewpoints of all the parties

concerned. The gravity of the issue and the significance of the principles involved in these cases make a punctilious observance of the judicial process in their consideration imperative as regards the welfare of the profession.

This report was submitted to the Associate members of the Committee for comment and suggestions, and for approval or disapproval for publication. All have approved the report and have stated that it is representative of their views, with exceptions noted by two members. These exceptions relate to what is said in the report in reference to Communism. The Associate member who, in approving the Report of the Committee for 1947, expressed doubt of the desirability of including "a general pronouncement on the issue of communism at this time" states that on this point his "doubts of a year ago have been strengthened." Another Associate member states that, while he concurs in the principle that "guilt is personal," he believes that to this principle when considered in connection with Communism and the academic profession there should be one qualification: namely, that in certain academic positions, because of the nature of the subject matter taught or administered, membership in the Communist Party might appropriately be regarded as a disqualifying factor irrespective of the individual's personal or professional conduct.

For the Committee:

Duke University

WILLIAM T. LAPRADE, *Chairman*

Active Members: Ralph E. Himstead (Law), Association's Secretariat; Edward C. Kirkland (History), Bowdoin College; William T. Laprade (History), Duke University; Ralph H. Lutz (History), Stanford University; J. M. Maguire (Law), Harvard University; George Pope Shannon (English), Association's Secretariat; Quincy Wright (International Law), University of Chicago.

Associate Members: William E. Britton (Law), University of Illinois; Elliott E. Cheatham (Law), Columbia University; Thomas D. Cope (Physics), University of Pennsylvania; F. S. Deibler (Economics), Indiana University; F. L. Griffin (Mathematics), Reed College; A. M. Kidd (Law), University of California; S. A. Mitchell (Astronomy), University of Virginia; DR Scott (Economics), University of Missouri; John Q. Stewart (Physics), Princeton University.

ACADEMIC FREEDOM AND TENURE

STATEMENTS OF PRINCIPLES

Editor's Note: In 1915 a Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement of principles on academic freedom and academic tenure known as the 1915 Declaration of Principles, which was officially endorsed by the Association at its second Annual Meeting held in Washington, D. C., December 31, 1915 and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925 and by the American Association of University Professors in 1926.

In 1929 the American Association of University Professors formulated and endorsed a statement concerning academic resignations.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of the principles set forth in the 1925 Conference Statement. This restatement, known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure, was officially endorsed by the following organizations in the years indicated:

Association of American Colleges.....	1941
American Association of Teacher Colleges ¹	1941
American Association of University Professors.....	1941
American Library Association (with adaptations for librarians).....	1946
Association of American Law Schools.....	1946
American Political Science Association.....	1947

¹ Reorganized in 1948 as the American Association of Colleges for Teacher Education.

1940 Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from insti-

¹ The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

tutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty

committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extra-mural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

1925 Conference Statement¹

Academic Freedom

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or, in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

¹ Superseded by the 1940 Statement of Principles on Academic Freedom and Tenure; reprinted for its historical value.

(b) Termination of a temporary or short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for reasons other than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

Statement Concerning Resignations, 1929

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, and the American Association of Teachers Colleges.¹

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censoring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

West Chester State Teachers College	December, 1939
West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	
Adelphi College, Garden City, New York	December, 1941
(October, 1941 <i>Bulletin</i> , pp. 494-517)	
University of Kansas City, Kansas City, Missouri	December, 1941
(October, 1941 <i>Bulletin</i> , pp. 478-493)	
State Teachers College, ² Murfreesboro, Tennessee	May, 1943
(December, 1942 <i>Bulletin</i> , pp. 662-677)	
Winthrop College, Rock Hill, South Carolina	May, 1943
(April, 1942 <i>Bulletin</i> , pp. 173-176)	
University of Missouri, Columbia and Rolla, Missouri	June, 1946
(Summer, 1945 <i>Bulletin</i> , pp. 278-315)	
University of Texas, Austin, Texas	June, 1946
(Winter, 1944 <i>Bulletin</i> , pp. 627-634; Autumn, 1945 <i>Bulletin</i> , pp. 462-465; Summer, 1946 <i>Bulletin</i> , pp. 374-385)	

¹ Reorganized in 1948 as the American Association of Colleges for Teacher Education.

² Now Middle Tennessee State College.

ACADEMIC FREEDOM AND TENURE

EVANSVILLE COLLEGE

On April 9, 1948 George F. Parker, Assistant Professor of Religion and Philosophy on the Faculty of Evansville College, situated at Evansville, Indiana, informed the Central Office of the American Association of University Professors by telegram that he had been summarily dismissed from his position, and requested intervention by the Association. In a letter of the same date Professor Parker gave a detailed account of the circumstances of his dismissal. On April 12 the General Secretary of the Association telegraphed Dr. Lincoln B. Hale, President of Evansville College, informing him of Professor Parker's communication and requesting his cooperation in clarifying the facts relating to Professor Parker's dismissal. Dr. Hale replied by telegram and letter on April 12, assuring the Association of his full cooperation. With his letter Dr. Hale enclosed copies of the letter of dismissal and a statement by the Executive Committee of the Board of Trustees of the College concerning the reasons for Professor Parker's dismissal, which had been released to the press by Dr. Hale on April 11. This statement took cognizance of the 1940 Statement of Principles on Academic Freedom and Tenure, alleged disregard of these principles by Professor Parker, and asserted that Professor Parker had consequently been dismissed "because of his political activities, both on and off the campus, which, in the opinion of the College, put an end to his usefulness to the institution." In this statement Professor Parker's political activities were described as follows:

Mr. Parker's political activity on the campus has consisted of: (1) the dissemination of political literature advocating the election of the candidate of a political party as President of the United States, and the use of the College premises and facilities for so doing; (2) the introduction in his classroom, where he was engaged to teach Philosophy and Religion, of political discussion. The evidence of this practice and activity on the campus in these two ways and forms is clear.

Mr. Parker's political activity off the campus, to the extent known by College authorities, consisted of his activity as Chairman of the Vanderburgh County Citizens for Wallace Committee. As such Chairman he presided at a Wallace for President meeting held in Evansville on the evening of April 6th, and at that meeting spoke in advocacy of Mr. Wallace's candidacy.

During the next ten days the Central Office of the Association was in frequent communication with Dr. Hale, Professor Parker, and a member of the Board of Trustees of Evansville College by telegrams, letters, and telephone conversations. These communications were concerned primarily with seeking a basis upon which the dismissal of Professor Parker might be reconsidered. On April 24, after it had become evident that a reconsideration of Professor Parker's dismissal could not be achieved by these means, the General Secretary wrote to Dr. Hale a detailed appraisal of the situation as he and the Associate Secretary of the Association understood it on the basis of the information that had been given to them by Dr. Hale and Professor Parker. The conclusion of this appraisal was that the dismissal of Professor Parker could not be justified by the generally accepted principles of academic freedom and tenure set forth in the 1940 Statement of Principles. The letter of appraisal pointed out specifically that the facts concerning this situation thus far revealed did not show that Professor Parker's actions in and of themselves were improper, nor did they show that Professor Parker's conduct in relation to these actions had been improper; and that if improper conduct was the reason for his dismissal, he was entitled to a hearing in accordance with the procedure indicated in the 1940 Statement of Principles. The General Secretary's letter concluded with a request for a conference in which the issues and principles involved in the dismissal of Professor Parker could be considered jointly by the administrative officers of the College, the members of the Executive Committee of the Board of Trustees of the College, and representatives of the American Association of University Professors, for the purpose of further exploration of the possibility of an adjustment in keeping with the principles of intellectual freedom in institutions of higher education. Dr. Hale's reply was prompt and cooperative, and it was agreed that representatives of the Association were to meet

with representatives of Evansville College in Evansville on May 1. In preparation for this conference the General Secretary suggested to Dr. Hale that he bring the letter of appraisal of April 24 to the attention of the representatives of the College. For this purpose the General Secretary supplied Dr. Hale with a number of copies of this letter and of the 1940 Statement of Principles on Academic Freedom and Tenure.

Representing the Association at this conference were Dr. George Pope Shannon, the Associate Secretary of the Association, and Dr. Frederick S. Deibler of the Faculty of Indiana University.¹ Their visit to Evansville extended from the evening of April 30 through the forenoon of May 2. Their meeting with members of the Executive Committee of the Board and the principal administrative officers of the College lasted from noon to 5:00 P. M. on May 1. Dr. Shannon and Dr. Deibler opened the conference with an explanation of the principles of academic freedom and tenure and the Association's interest in the observance of these principles in colleges and universities. Following this explanation Dr. Hale and three other administrative officers of the College participating in the Conference read formal statements concerning the reasons for Professor Parker's dismissal. Copies of these statements were given to the Association's representatives at the conclusion of the meeting. All of the administrative officers and the Board members present participated in the discussion that followed the presentation of these statements. Although the conference did not eventuate in the restoration of Professor Parker to duty or in any agreement concerning the justification of Professor Parker's dismissal, the conference was of inestimable value to the Association in clarifying the essential facts of the situation. Dr. Shannon and Dr. Deibler also conferred with Professor Parker, with two Faculty members who had previously communicated with the Association's Central Office, and with a former member of the Faculty who sought an interview while in Evansville on another matter.

Two facts of basic importance were clear even before the visit of the Association's representatives to Evansville: (1) Professor Parker had been dismissed arbitrarily, *i. e.*, without the observance

¹ Professor Emeritus of Economics, Northwestern University, and a former President of the American Association of University Professors.

of due process, and (2) a factor of great weight in the Administration's action was Professor Parker's off-campus political activity. By the end of the visit of the Association's representatives to Evansville it was also clear that the Administration of the College strongly disapproved of public political activity by members of the institution's Faculty, and might be expected to dismiss any member of the Faculty whose political activity it might judge to have aroused unfavorable community reactions. In all these respects the position taken by the Administration of the College was at variance with the principles of academic freedom and tenure generally observed by the administrations of accredited institutions as these principles are set forth in the 1940 Statement of Principles. There remained for clarification the relevant facts concerning Professor Parker's classroom behavior and his behavior in conducting his public activity, to determine whether or not there was justification for his dismissal. It was considered probable that the essential facts in the situation would be clarified by careful study of the written material at hand, careful review of the lengthy discussion between the Association's representatives and the Administrative officers and trustees of the College, and scrutiny and evaluation of additional facts and comments which would come to hand as corrections of factual errors and comments on a tentative report prior to the drafting of the final report. It was, therefore, the decision of the Active members of the Association's Committee A on Academic Freedom and Tenure that they should proceed with the preparation of a tentative report to be submitted to the Administration of Evansville College and to Professor Parker for the correction of possible factual errors and for comment. This was done, and a tentative report was submitted to the Administration of Evansville College and to Professor Parker on December 17, 1948. Professor Parker responded to this tentative report under date of December 29, 1948. Dr. Hale's response came slowly. On January 8, 1949 he visited the Association's Central Office to discuss the report with the Association's General Secretary and Associate Secretary. At the conclusion of this discussion Dr. Hale requested time for the administrative officers of the College to consider the Committee's tentative report and to collaborate in a reply. This request was granted, with a resultant delay in

the completion of the investigation and the publication of this report. The reply of the Administration of Evansville College, under date of February 15, was received on February 17, 1949. It consisted of 58 typewritten pages. All of the statements made in this reply have been noted, carefully considered, and evaluated

II

Evansville College, enrolling about 1700 full-time students, and the only accredited educational institution within a radius of one hundred miles of the city of Evansville, is related to the Indiana Conference of the Methodist Church. It was founded in 1854, at Moore's Hill, Indiana, about forty miles west of Cincinnati, and was originally known as Moore's Hill College. The institution was moved to Evansville in 1919, as a joint venture of the Methodist Church and the Evansville Chamber of Commerce, and the name was changed at that time to Evansville College. It is governed by a Board of Trustees, of which the Indiana Methodist Conference elects half and the Evansville Chamber of Commerce elects a fourth; these two groups jointly elect the remaining fourth. This division of the Board's membership appears not to be of vital significance; it is evident that the same person might be a Methodist and a member of the Chamber of Commerce, and the Association's representatives were told that for the most part no one is concerned as to which group a given Trustee represents. A more significant fact about the composition of the Board is that, of the 36 members listed in the institution's 1947-48 catalogue as of the time of Professor Parker's dismissal, 23 were residents of Evansville, and of the other members only one is listed as residing outside the State of Indiana. The President of the Board, Mr. Richard R. McGinnis, is an attorney, and is listed in the catalogue as Vice-President of the Citizens National Bank of Evansville; of the other local members, 18 appeared in the list as industrialists or businessmen, two as clergymen, one as a lawyer, one as a physician, and one as "former mayor, City of Evansville." Of the 12 members living in Indiana but not in Evansville, eight were identified as officials of the Indiana Conference of the Methodist Church. The institution is financed by the income derived from an endow-

ment of approximately \$400,000, by an annual contribution of about \$5000 from the Methodist Church, by tuition and fees, and by local contributions. The total annual budget is about \$900,000. For current operating expenses the institution relies heavily upon tuition and fees, and for capital improvements upon local contributions. Prior to Dr. Hale's presidency it was sometimes necessary for the College to seek local contributions for maintenance; the last maintenance campaign was conducted in 1940. In recent years the curriculum has been enlarged so as to make of the College an institution engaged specifically, in the words of its catalogue, in "adapting its offerings to the needs and desires of the community," and in establishing a "closer liaison between the college and the community, between the college and business and industry." To the Association's representatives Dr. Hale stated that "Evansville College is unique in its integration with the community it serves. And by the same token, it is sensitive to the community which values its work and services." The city of Evansville, with which the College is thus integrated, is a business and industrial community of considerable importance, situated in the midst of a large farming area. The representatives of the Association were given to understand that the dominant political and social views, both of the city of Evansville and of the surrounding region, are conservative.

Dr. Lincoln B. Hale became Acting President of the College in May, 1940, and President in June, 1941. He holds the degrees of B.D., M.A., and Ph.D. from Yale University. He is an ordained minister of the Congregationalist Church, and was for four years pastor of a church. His earliest educational work was as Educational Secretary of the Young Men's Christian Association of New Haven, Connecticut. He was subsequently Assistant Director of the Thessalonica Agricultural and Industrial Institute and Field Representative for the Connecticut Survey Commission on Transition from School to College. Prior to his appointment as Acting President of Evansville College, he was for three years Director of Personnel and Placement Services at Carleton College and for two years Dean and Registrar at Evansville College. Among his community affiliations and activities are membership in the Rotary Club and veterans' groups, Presidency of the Com-

munity Chest, service as a Director of the Evansville Philharmonic Orchestra, and membership on the Mayor's Commission on Human Relations. His administrative associates who are concerned with the situation under discussion are Mr. Dean Long, Administrative Assistant to the President; Dr. Edward M. McKown, Dean of the College, and Mr. Ralph E. Olmstead, Executive Secretary. Mr. Long (M.B.A., Harvard University), in addition to his work as Administrative Assistant to the President, is Professor of Economics and Business Administration; and Dean McKown (Ph.D., Boston University) is Professor of Religion and Philosophy and Head of the Department.

Professor George F. Parker was, at the time of his dismissal, in his first regular college teaching position. He is a graduate of Boston University (B.A., 1940) and of the Yale Divinity School (B.D., 1943), and has been for several years engaged in work toward the Ph.D. degree at Yale University. He is an ordained minister of the Baptist Church. On June 10, 1946 he was appointed Assistant Professor of Religion and Philosophy at Evansville College for the academic year 1946-47, was reappointed for 1947-48, and received his reappointment for the academic year 1948-49 on March 18, 1948. From the beginning it was understood between Dr. Hale and Professor Parker that the latter did not expect to make his life career at Evansville College, and that he expected to go elsewhere upon the completion of his work for the doctoral degree. Professor Parker, along with other members of the Faculty, was a beneficiary of the loan policy of the College for advanced study, and of arrangements for absence for further study during the summer months. Professor Parker was the beneficiary also of a special arrangement made by the Administration of the College in consideration of his uncompleted graduate work: his contract provided for a week's leave each semester, with some financial assistance for transportation, to enable him to consult with his graduate school adviser at Yale.

There is reason to believe that Professor Parker's worth to the College justified the generous terms of his appointment. To the Association's representatives he appeared to be alert, intelligent, and of high purpose. He is by general repute a stimulating teacher. In reappointing him for the academic year 1948-49 Dr.

Hale wrote that Professor Parker's teaching had been "more than satisfactory." On another occasion Dr. Hale is reported to have remarked that Professor Parker was one of the few teachers of religion at Evansville College about whom there had been no complaints. Professor Parker has zeal for the improvement of mankind, and is not committed to any rigid program, political or otherwise. Altogether he appears to be a young teacher of promise.

III

On January 24, 1948 Professor Parker accepted an appointment as temporary chairman of the Vanderburgh County Citizens for Wallace organization. He has stated that he accepted the position with reluctance and only because "no other leader seemed available"; and that he accepted it with an understanding that his appointment would have to be temporary, since he expected to be out of the State during the summer. The organization was small, with about 30 members; hence the duties of the chairmanship were not heavy. When Dr. Hale returned from a vacation trip on February 15, he found on his desk a clipping which told of Professor Parker's appointment; this clipping, he states, "suggested the concern of the staff member who had placed it on my desk and I knew at once that serious trouble for Evansville College might well be involved." Three days later, on February 18, he called Professor Parker into his office. The latter has stated that it had been his intention to take the initiative in seeking an interview, but that he had postponed doing so because he knew that Dr. Hale would be busy during the first days after his return from his vacation. Dr. Hale's account of this interview is as follows:

Within a week I called Mr. Parker in for a conference. I made it quite clear to him that further participation in such an official political capacity would prove embarrassing to me and would be certain to seriously harm Evansville College. I asked him if it were not possible for him to withdraw and not become the *permanent* chairman. I made it quite clear that he had a right to vote, think, and talk as he desired—in fact could meet with the group if so desired—but urgently asked that he refrain from official activity for the sake of the College he had chosen to serve. Four times he asked if I had any specific proposal and each time

I repeated that he must make the decision himself, clearly indicating what I knew was best for the College we both served. At the conclusion of the interview I further pointed out the danger that he, a liberal, by overstepping, might be responsible for forcing Evansville College into a much more conservative position. He left saying he would see what he could do. He did not choose to discuss the matter further, or to inform me of his decision.

Professor Parker's account of the interview does not differ materially from Dr. Hale's as regards facts, except to mention Dr. Hale's emphasis upon the conservatism of the community; but it does differ as regards interpretation: Parker felt that Dr. Hale's words constituted a "veiled threat." His report of the conclusion of the interview is as follows:

I left the office with the statement that I did not want to embarrass the college, that I was very concerned about the present world situation, as I knew he was, and that though we differed as to analysis and solution of the problem I could not conscientiously cease my political activity. The arrival of a successor as Chairman of the Wallace organization was something which I desired, but which was out of my control. He replied that, of course, situations might arise which were out of his control.

According to the statement made by Dr. Hale to the Association's representatives, various individuals attempted, after the conference, to induce Professor Parker to resign from the political chairmanship. Dr. Hale states that he "appealed to one of Mr. Parker's close friends to counsel with him"; and he mentions Dean McKown (who, as Head of the Department of Philosophy and Religion, was Parker's immediate administrative superior), two Faculty colleagues, and one or more student leaders, "who tried to point out the inevitable results of the course of action being followed." He assumed, he says, that Professor Parker "was as concerned for the welfare of Evansville College as I was and could be trusted to show the restraint necessary for the good of the College and the faculty."

There was little in the local press in the next four or five weeks concerning the Wallace organization. Dr. Hale has stated that he therefore assumed that Professor Parker was disposed to abide by the advice which he and others had given him, and that, relying upon this assumption, he decided to renew Parker's contract for

the year 1948-49. Contracts were approved by the Board of Trustees on or about March 6. At about this same time oral reports reached the administrative officers that Professor Parker had distributed some pro-Wallace literature to students in his classroom. This report was mentioned to Parker by Dean McKown; Parker explained the situation, as he supposed, to Dean McKown's satisfaction. At any rate, in a conference on March 17 between Dr. Hale, Dean McKown, and Professor Parker, on the matter of leave for the summer, nothing was said about the Wallace organization or the distribution of Wallace literature in the classroom. Professor Parker received his new contract the next day, March 18; and on March 22 he was granted a leave of absence for the summer.

Mr. Henry Wallace came to Evansville and made a political speech on the evening of April 6, 1948. As was natural, his activities in the city during the day were attended by some publicity. Professor Parker was with him at his press conference, and was photographed in company with him. The speech of the evening was delivered under adverse circumstances. A hostile crowd, estimated at from 1500 to 2000, assembled outside the hall, hooting, pounding on the doors, and making a general disturbance. The passion and excitement of these events may have reacted upon the attitudes of some persons toward Professor Parker, a prominent participant in the meeting.

Professor Parker opened the meeting with an invocation.¹ Mrs. Parker led the audience in singing "The Star Spangled Banner." Professor Parker then made a talk of not more than five or six minutes; he has given the Association his notes, of which the following are the principal topics:

Many people are worried today about the atom bomb
But a more dangerous weapon is at work in the world than the
atom bomb:

¹Invocation delivered: "Almighty and everlasting God, who hast made of one blood all nations of men to dwell together on the face of the earth, and who hast blessed the peacemakers by calling them Thy sons, gather, we pray Thee, all Thy children, whatever their race or creed, under the bonds of Thy care, and lead them, like a good shepherd, in the paths of peace. Deliver us, we pray, from stubbornness of mind and coldness of heart, that we may ever be willing to turn to Thee for guidance and inspiration and never turn away from Thee to do evil. May righteousness be our defense and humility our guardian, both now and forevermore. Amen."

Fear, founded on ignorance, nourished by propaganda
War fought for freedom from fear
Our country's heritage means nothing if it doesn't mean our freedom to express our political views without danger of losing our jobs
Free access to the press and radio, where all ideas may be aired
Free access to housing, entertainment, regardless of color or religion
More dangerous than the atom bomb are those well-meaning folks across the street, who won't come out to hear someone they think they don't like, and who haven't taken the trouble to find out what he stands for
When an atom bomb strikes, if you live, you may not know what hit you, but you know you've been wounded
When propaganda hits you, you are given an anaesthetic; you never know you've lost your freedom
As intelligent, broad-minded citizens, however, let's look at our responsibilities in this world of fear
No reform movement can go on without sacrifice, courage and work
You will hear Mr. Wallace speak tonight for 30-40 minutes
Don't think you know all he stands for from that
If you really want to know, you must read his books, columns, and hear his speeches
The press will of course not print most of what he says
There are powerful interests that want to make it very difficult for you to know

He concluded by urging the audience to continue to demand unbiased information and to associate with local groups whose programs they could endorse. While another speaker was introducing Mr. Wallace, Professor Parker occupied himself at the front door, where there was still some disturbance. At the conclusion of Mr. Wallace's speech he returned to the platform and dismissed the audience.

Dr. Hale has stated that within the three or four days prior to the meeting, after it had become known that Professor Parker would preside, "an increasing flow of protests came from many sources which indicated clearly that Mr. Parker's actions were bringing a vote of no confidence in the College." Convinced "that the harm which I had feared would come to the College was an actuality," he conferred on the evening of April 7 with Dean McKown, Professor Long, and Mr. Olmstead; their decision was "that Mr.

Parker had failed to show good judgment and that his actions had seriously jeopardized the College indicating his usefulness to the College was at an end." A meeting of the Executive Committee of the Board of Trustees the following day concurred in this judgment, and the Board's decision to dismiss Professor Parker was announced to the Faculty at a meeting that evening. Professor Parker was absent from the Faculty meeting, having gone to address a dinner meeting of the honor students of one of the city high schools. At 9:15 in the evening he went on request to Dr. Hale's office. Dr. Hale asked for his resignation, and when it was refused, informed him that he was dismissed.

Between April 8 and April 11 the Administration of the College, "to provide information and clarify understanding" in reference to the reasons for the dismissal of Professor Parker, called and addressed a special evening meeting of the Faculty of the College, sought and held two meetings with the Executive Committee of the Evansville College Chapter of the American Association of University Professors, gave an interview to a student fact-finding committee, and issued two formal statements to the press and radio.

There seems to have been a sharp division of opinion among the students of the College concerning the justification of Professor Parker's dismissal. The President of the Student Body is reported to have been highly critical of Professor Parker, while the editor of the *Crescent*, the student newspaper, supported Professor Parker. It is understood that there were similar differences of opinion among the members of the Faculty of the College. Dr. Hale has stated that he received many letters from members of the Faculty supporting him in the decision to dismiss Professor Parker. Apropos of these letters the representatives of the Association, during their visit to Evansville, were informed by members of the Faculty that word had been "passed down the line" that the Administration would appreciate letters supporting its action, and that a number of Faculty members had responded. Dr. Hale's account of this matter is that the President of the Student Body came to him and asked him whether there was any evidence of the Faculty's support of the Administration. "As a result of this question and a brief discussion of it, a large number"

wrote supporting letters. These letters, he stated, "were not solicited by the Administration. They were a spontaneous expression by the Faculty." Dr. Hale has not stated how the Faculty learned of the conversation between him and the President of the Student Body. Because situations of the kind under investigation cannot be evaluated on the basis of opinion polls, but only on the basis of evidence in the light of guiding principles, no effort has been made by Committee A to estimate the preponderance of either student or faculty opinion.

Public interest in the dismissal of Professor Parker in the city and community of Evansville was immediate, extensive, and for the most part intensely partisan in manifestation. Some examples of the community's reaction will be mentioned later in this report. The Evansville newspapers gave the situation extensive coverage in news reports which were for the most part objective and accurate.

In other parts of the United States to which the several press associations had carried the news of Professor Parker's dismissal there was also a manifestation of public interest. Editorial comment throughout the country was divided, but many editorials, perhaps a majority, deplored the dismissal of a college teacher for the reasons stated by the Administration of Evansville College in the dismissal of Professor Parker. Many individuals and some Chapters of this Association addressed letters to the Association's Central Office urging Association action in reference to Professor Parker's dismissal. It is understood that some of these letters were sent to Dr. Hale, and that Dr. Hale was the recipient of many other letters protesting the dismissal. At a State meeting of Chapters of the Association in Indiana, held at DePauw University on April 10, 1948, there was formulated and adopted a resolution reaffirming "the freedom of college and university personnel to exercise the privileges of citizenship." The Indiana Conference Board of Education of the Methodist Church also concerned itself with ascertaining the facts relative to the procedure followed in the dismissal of Professor Parker.

These statements and actions had the effect of placing the Administration of the College on record and on the defensive to such an extent that it proved to be impossible for this Association

to bring about a judicious review of the facts in the light of the principles applicable thereto, with a view to achieving a reconsideration of Professor Parker's dismissal. In their subsequent effect, however, these actions were helpful, in that they brought forth evidence in writing which facilitated greatly the Association's task of establishing facts.

IV

Most of the facts in the foregoing account were clearly established within a few weeks after Professor Parker's dismissal, and the conclusion to which they led was clear: Professor Parker was interested and active in the support of Mr. Wallace's candidacy for the Presidency of the United States, and this interest and activity on his part resulted in his dismissal. However, the nature and extent of his activity in support of Mr. Wallace, the degree to which each of his several kinds of activity in this connection contributed to the decision of the Administration of the College to dismiss him, and why the Administration of the College considered his activity in this respect justifiable cause for dismissal were not so immediately clear. The Administration's actions and statements in reference to Professor Parker did not contribute as much as might have been wished to an understanding of these matters. For example, neither the actions nor the statements of the Administration of the College resolved the uncertainties concerning Professor Parker's activities in the classroom and concerning the degree to which these activities accounted for the decision to dismiss him. If, as the Administration states, Professor Parker's classroom actions were objectionable, and were a factor in the decision to dismiss him, these actions should have been made the basis of a charge of professional misconduct and Professor Parker should have been given a hearing, the conduct of which would have assured him a full measure of due process as provided in the 1940 Statement of Principles on Academic Freedom and Tenure:

Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases

where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned.

In failing to observe this principle of due process in terminating the services of Professor Parker the Administration of Evansville College ignored a basic principle of academic freedom and tenure generally observed by the administrations of accredited colleges and universities. Since no circumstances are known to have existed which precluded the observance of this principle in reference to Professor Parker, and none are known that might have justified arbitrary and summary action, this disregard of due process is clearly censurable.

The failure of the Administration of the College to formulate charges against Professor Parker and to provide a hearing at which evidence in support and in refutation of these charges might be presented has given Committee A the task of formulating what appear to be the Administration's reasons for dismissing Professor Parker, and the task of assembling and evaluating the evidence which it is presumed might have been adduced in support of these charges. In this process the Committee has utilized the statements of the administrative officers of the College, Professor Parker, and others; information given to and impressions received by the Association's representatives on their visit to Evansville; information and opinions received through correspondence and in interviews; and finally, the Administration's detailed reply to the tentative report of the Committee submitted to the Administration for correction of possible factual errors and for comment. On the basis of the evidence thus obtained, the present section of this report and the several sections which follow will attempt to state and to judge the case of the Administration of Evansville College against Professor Parker.

In public statements issued on April 8 and April 11, 1948, the Administration explained that Professor Parker had been dismissed for "political activity both on and off the campus." The

on-campus activities were described as of two kinds; the first of these are "the dissemination of political literature advocating the election of a candidate of a political party as President of the United States, and the use of the college premises for so doing"; the other was "the introduction in his classroom...of political discussion." Professor Parker's account of his distribution of Wallace literature is as follows: One of his classes in logic, while studying in the textbook a chapter entitled "Getting the Facts," engaged in a discussion of the difficulties encountered in getting access to facts. One student remarked that he, for instance, was able to find expressions of opinion about Mr. Wallace's program, but that facts were not easily available. Professor Parker replied that he would be glad to bring to class some copies of Mr. Wallace's program. At the next meeting of the class he brought in certain printed material; this he placed on his desk, telling the students that if they cared to do so they could "pick up some Wallace propaganda as they left." In his next class, which had not requested it, he placed the material on a chair by the door and called the attention of the class to it. When questioned by Dean McKown about the matter, Professor Parker gave the foregoing account, which Dean McKown seemed to accept, with an admonition about the dangers involved in political activity. There was no subsequent discussion of the matter between Professor Parker and any administrative official; and his new contract was issued shortly after his conversation with Dean McKown. At this time—March 18—this incident obviously was not thought to merit dismissal.

The second kind of on-campus activity charged against Professor Parker consists of "the introduction in his classroom...of political discussion." In so far as this charge may refer to discussions other than those connected with the distribution of the pro-Wallace literature, the evidence consists of the statements of seven students, five of them submitted to the Administration in writing, and two of them made to and recorded by Mr. Olmstead. In their written form these reports came into the hands of the Administration after Professor Parker was dismissed; how much of their substance was known to the Administration at the time of the dismissal has not been made clear. A composite summary

of the students' written statements is as follows:

Professor Parker encouraged a considerable amount of student discussion in the classroom, some of it only remotely connected with his courses. In illustration of logical propositions, fallacies, etc., he often chose material which reflected his own special viewpoints. His sympathy with the Wallace movement was obvious. He was critical of certain governmental policies, both national and local. His comments ranged widely, and included such varied topics as *Time*, the newspapers' handling of Wallace news, local civic conditions, military men, the police, and the merits of *Gentleman's Agreement*. His language was sometimes too caustic, and sometimes included derogatory epithets, one of which was applied to the President of the United States.

The testimony thus summarized is obviously subject to question as to validity and significance. It consists of the statements of seven students out of 74 enrolled in Professor Parker's logic classes; it cannot be known whether other students would have supported, denied, or qualified these reports. No one of the reports mentions all the items in the summary above. These reports were written after Professor Parker was dismissed, and it is not clear how many of these reports, or how many of the items in any one report, were known to the administrative officers of the College on April 7. Committee A has not been informed as to how these statements were obtained, or why they were obtained from these students and not from others. In this connection, one report begins as follows:

In writing the following statement I wish it understood that I am doing so of my free will and at the request of the administration of Evansville College.

Finally, the College Administration did not give Professor Parker an opportunity to answer the allegations made by these students. When the Association's representatives showed him the statements, Professor Parker denied that he had made some of the remarks attributed to him, and he asserted that some others, quoted out of context, misrepresented his attitude.

In judging Professor Parker's comments in the classroom it should be kept in mind that in the development of the principles

of academic freedom the objective has been to achieve the maximum of intellectual freedom in colleges and universities. In the development of these principles there has always been an awareness that there are some risks to freedom, and that some members of the profession might exercise freedom in the classroom to a degree that is educationally undesirable, in that it endangers the freedom of students to learn. Hence the principles of academic freedom, as these have been developed in the United States, have always carried an admonition to teachers to be careful not to misuse their freedom in the classroom. On this point the 1940 Statement of Principles carries the following statement:

The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject.

In his correspondence with the Association's General Secretary, Professor Parker defended the relevancy of his classroom discussions as follows:

I don't think my former mention of Wallace was irrelevant to the subject-matter of the course. Must I teach the logic of statistics and keep the whole discussion socially inconsequential, for fear of treading on dangerous ground? How could I teach Amos, Isaiah, Jesus, Kant, or John Dewey without running the risk of making some statement which might be called partisan? Is it education if you just transfer subject-matter without trying to elicit new evaluations?

Whether or not this defense will cover all of Professor Parker's remarks in his classroom as reported by students, every one with experience in college classrooms, whether as student or teacher, knows that Professor Parker has numerous and distinguished company in his departures from the letter of the admonition quoted above. To state this fact is not to condone the misuse of the classroom; it is to remind ourselves that this admonition is a guiding principle, and not a formula. Aside from uncertainties as to what is "controversial" and what is "related," all experienced teachers realize that it is neither possible nor desirable to exclude rigidly all controversial subjects, or all topics upon which the teacher is not

an expert. Many things introduced into the classroom—illustrative material or applications, overtones of significance, illuminating *obiter dicta*—may not be in the bond as far as the subject of the course is concerned, but these and kindred techniques may be of the essence of good teaching. Such techniques are readily distinguishable from calculated, overt “propaganda.” In the nature of the case, judgments concerning the handling of controversial material will frequently depend not so much on the *what* as the *how*. As the late Charles A. Beard put it: “The exercise of a right is always a matter of method, means, spirit, and emphasisAlmost anything can be said on any subject on any occasion if the appropriate language is chosen.” The total effect of what a teacher says on controversial subjects in the classroom depends a great deal upon the manner, the spirit in which he says it, and the emphasis he places upon it. It depends also upon the previous existence of a relationship of confidence and understanding between the teacher and his students.

Quoted out of context, some of Professor Parker’s remarks in his classroom on personalities, or on local conditions, may seem to be indiscreet or in bad taste; wide as are the practical applications of logic, legitimate illustrations may not account for every topic discussed in his logic classes; no doubt he encouraged students to view critically some things which they had been accustomed to accept with complacency; and we may be sure that his classes were well aware of his pro-Wallace sympathies. Even so, the students’ statements do not evidence an effort by Professor Parker to win political support for Mr. Wallace. Except for reports of a discussion which occupied the whole class period the day *after* the April 6 meeting, only one of the seven students tells specifically of Wallace discussions; his words are: “On several occasions in this class political ideologies of Mr. Wallace and his third party were discussed.” Later this same student adds: “In fairness to Mr. Parker I must say that most of the time the students were responsible for initiating the discussion.” The one reported incident which might perhaps be designated political activity—the distribution of Wallace literature—was explained to the apparent satisfaction of Dean McKown, was the occasion of a warning by him, was not repeated, and did not prevent the subsequent grant

of a new contract and summer leave. It is the opinion of the Committee that, to the extent that Professor Parker erred in his classroom conduct, his mistakes were minor failures of discretion, and called for nothing more drastic than kindly advice from administrative officials or older colleagues. If the Administration thought otherwise, it should have accorded Professor Parker a hearing on charges, as provided in the 1940 Statement of Principles.

V

Aside from the question of whether Professor Parker's classroom conduct justified so drastic a penalty as dismissal, Committee A is inclined to doubt that it was an appreciable factor in the Administration's decision to dismiss him. The Committee is inclined to the belief that this reason for Professor Parker's dismissal came as an afterthought, when the Administration was called upon to justify its action, and was the result of reflection that the dismissal of a teacher on the charge of misuse of his freedom in his professional rôle is more likely to be supported by the American Association of University Professors than is the charge of misuse of his extramural freedom as a citizen.

The Committee is inclined to this belief for the following reasons: (1) Professor Parker's distribution of Wallace literature to his classes was known to the Administration of the College at the time it gave Professor Parker a contract for the academic year 1948-49; (2) the evidence indicates that information concerning Professor Parker's classroom discussions subsequently reported to the Administration in the written statements of the seven students referred to above was unknown to the Administration at the time of Professor Parker's dismissal; (3) the factor of Professor Parker's classroom actions was not emphasized by the Administration in its several public statements explanatory of his dismissal.

With reference to this third point, the statement made to the Faculty by Dr. Hale on April 8 mentioned "political activities" on the campus, but gave no hint of the nature of the activity. It was not until April 11, four days after Professor Parker's dismissal, that the Administration used the phrase "political discussion" in connection with his dismissal, and it is not certain that

the phrase on this occasion referred to anything besides the incident of the distribution of the Wallace literature. Dr. Hale states that he mentioned Professor Parker's political activity in the classroom at a meeting with the Executive Committee of the Evansville College Chapter of the American Association of University Professors on April 8. He states that on that occasion he expressed his concern about Professor Parker's "lack of judgment particularly in permitting his official political activity to find any expression whatever in the classroom." A Chapter officer who was present at this meeting has reported that the distribution of Wallace literature by Professor Parker to his classes was mentioned, but that no reference was made to any other kind of classroom activity. In its detailed reply to the tentative report of Committee A, as in other statements, the Administration is noncommittal concerning the extent of its possession on April 7 and April 8 of information concerning Professor Parker's classroom discussion aside from that connected with his distribution of Wallace literature.

Apropos of this lack of emphasis upon classroom activity in the administration's earlier statements, Professor Long, Administrative Assistant to President Hale, states that the Administration of the College made a "studious attempt" not to emphasize Professor Parker's political activities in the classroom. In his statement, which was submitted by the Administration of the College to the representatives of the Association while they were in Evansville, along with the statements of other administrative officers, Professor Long wrote as follows:

...We were all conscious of the need to protect academic freedom in our institution. Therefore, in statements pertaining to Mr. Parker's dismissal, there was a studious attempt to avoid too much of an implication that Mr. Parker was abusing his classroom privileges.

In recent years the Evansville College faculty has enjoyed considerable freedom in expression of opinion without generating antagonism among our constituents which would inspire a witch hunt. We realize that an aroused local populace could, by devious means, very soon make a position on the Evansville College staff untenable for anyone except a reactionary. A recent previous experience... was sufficient evidence to support this opinion...

While the Committee, for the reasons above given, doubts that Professor Parker's classroom conduct was a factor in the decision of the Administration of the College to dismiss him, the evidence leaves no uncertainty with respect to the causative significance of Professor Parker's off-campus political activity, particularly his participation in the Wallace meeting of April 6. This significance is evident, if in no other way, in the sequence of events. On March 18 Professor Parker was given his contract for the academic year 1948-49. His dismissal was announced on April 8. Between March 18 and April 8 he is not known to have engaged in any political discussion in his classes, and was prominent in only one political activity, namely, the Wallace meeting on April 6. These facts would seem to make it clear that it was Professor Parker's participation in the meeting of April 6, with the resultant excitement and the protests from the community which preceded and followed it, that caused the Administration to dismiss him, and that the other reasons assigned were in fact afterthoughts to rationalize the action taken.

This conclusion is supported by the emphasis which the Administration's statements placed upon Professor Parker's off-campus activity and the community's reactions to this activity. The "remonstrances" which, according to the statement of April 8, had been received from the "business, civic and social leaders of Evansville" could have resulted only from Professor Parker's off-campus activities; and in the May 11 statement these activities are the subject of the longest paragraph—the only paragraph which specifies the activities in question. Dr. Hale's statement to the Association's representatives on May 1 reviewed at length the close integration between College and community, Professor Parker's public political activity from February 15 through April 6, and the public reaction to the Wallace meeting on the latter date. The Executive Committee of the Board of Trustees, on April 8, was "aware of the community's reaction" as well as "the judgment of the administrative officers," and "felt it imperative to request Mr. Parker's immediate resignation." According to Professor Long, the administrative discussions on April 7 included "a résumé of the numerous telephone calls made to representatives of the College and to the local Chamber of Commerce; of the personal

statements made by individuals and friends of the College; and of group actions being taken or in process of being taken for the purpose of bringing pressure on Evansville College to dismiss Mr. Parker." Concerning his conference with Professor Parker on the evening of April 8, Dr. Hale stated:

In this conference I expressed regret that his continuation of official political activity had led to the result I had pointed out to him weeks before.

Although in the next sentence of his statement Dr. Hale alludes to the Wallace literature, his account of this interview, considered as a whole, makes clear the central importance of Parker's "official political activity" and the "community's reaction" to those activities. The conclusion thus suggested was borne out by the general tenor of the discussion at the conference held in Evansville on May 1: the Administration considered Professor Parker's off-campus activities adequate grounds for dismissal, and would have dismissed him as a result of those activities, even if he had never distributed Wallace literature in his classes and had never mentioned any currently controversial topic. On the basis of the preponderance of the evidence, it is the view of the Committee that Professor Parker's dismissal resulted not from an improper performance of teaching duties, but from the exercise, off the campus, of political functions which are the privilege and duty of citizens in general.

VI

The dismissal of a teacher because of his extra-professional, civic or political activities is justifiable only on the grounds that he has violated commonly accepted standards of human conduct, or has violated some special code generally accepted as governing conduct in the academic world. Concerning Professor Parker's off-campus activities, therefore, the first point to determine is what code of conduct he may be thought to have violated, in actual fact or in the opinion of the Evansville College Administration. In addition to the ordinary standards of human behavior, the standards by which the academic profession is ac-

customed to judge a teacher's participation in public affairs are to be found in the 1940 Statement of Principles on Academic Freedom and Tenure. This Statement, which sets forth the principles generally observed by accredited institutions of higher education, and which, at Dr. Hale's suggestion, was officially adopted several years ago by the Board of Trustees of Evansville College, upholds "freedom of teaching and research and of extramural activities," and at the same time makes explicit the teacher's obligations as to the manner in which he shall use his freedom. The paragraph concerning extramural civic activities reads as follows:

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he (1) *should at all times be accurate*, (2) *should exercise appropriate restraint*, (3) *should show respect for the opinions of others*, (4) *and should make every effort to indicate that he is not an institutional spokesman*. [Emphasis and numbers supplied.]

The Administration's statement of April 11 quoted the foregoing paragraph, with the implication that Professor Parker had violated its stipulations. A careful examination of the evidence fails to sustain this charge. Neither his own outline of his remarks at the Wallace meeting, nor the reports of persons who heard them, indicate that Professor Parker's utterances were disrespectful or intemperate. Perhaps he should have made a specific statement dissociating his activity from the institution; but it is difficult to believe that anyone thought that he appeared on the platform with Mr. Wallace as a representative of Evansville College.¹ His ac-

¹ This is not to deny that his prestige-value to the Wallace organization may have been derived from his Faculty membership. In the same way, college presidents and deans are often selected for prominent community services for no other reason than the prestige of their positions, but with no implication that their activity commits the institution. As to the necessity of a formal disavowal of institutional spokespersonship, the circumstances should determine the matter; for example, it would be unnecessary, when speaking in support of a Boy Scout drive, to announce: "My sentiments on this occasion are not necessarily those of Blank College." The rule of reason would be to clarify the relationship if it is not already clear.

curacy has been attacked by one trustee, in that he failed to take the platform and correct a statement of another speaker relative to the denial of radio time to Mr. Wallace. Professor Parker's reply is that he did not hear the statement, since he was busy at the door at the time when the statement is alleged to have been made. The Association's Committee believes that no case can be made against Professor Parker's behavior at the meeting as regards accuracy, restraint, or respect for the opinion of others; and the Committee has no doubt that everyone knew that Professor Parker spoke for himself, and not for the College.

During the conference on May 1 spokesmen for the Administration of the College made a special issue of the phrase "exercise appropriate restraint," with reference, not to Professor Parker's utterances at the Wallace meeting, but to the fact that he did not so far restrain himself as to avoid all public participation in the Wallace campaign. Whether public participation in the campaign, in and of itself, was or was not an offense justifying dismissal will be discussed later, with full attention to the issues involved. To condemn such participation as a violation of the "appropriate restraint" clause of the 1940 Statement of Principles is to wrest the plain meaning of that admonition, which occurs in a context of the teacher's proper behavior "when he speaks or writes as a citizen"—a phrase which implies the expectation that he will, or at least may, speak or write as a citizen. The evidence indicates that in his platform deportment Professor Parker did exercise appropriate restraint, and that his dismissal cannot be justified on the ground that his public utterances violated this or any other admonition of the 1940 Statement of Principles.¹

¹ Subsequent to the dismissal the Evansville Chief of Police informed the Administration that during the meeting Parker several times came to the front door of the auditorium and "motioned to persons in the street." When warned that his appearance was creating a disturbance, he desisted. When questioned about this by Committee A, Professor Parker stated that he went to the door to inform the Assistant Chief of Police that the crowd, on both sides of the building, was breaking windows and hammering on a door. Seeing him at the door, several students informed him that they wished to hear Mr. Wallace, but the police would not let them enter. Parker then requested the Assistant Chief to let them in, but was refused, and told to remain inside. This he did, without protest. He denies that his appearance caused any disturbance. A report on the disorder, made after investigation by a committee of the Council for Community Services (a voluntary business-professional group), does not mention Parker. It does state: "It is probable that had the police been more alert they could have prevented much of the disturbance."

Aside from matters covered by the 1940 Statement of Principles, the Administration has in effect charged Professor Parker with (1) violation of professional discipline, in that he defied a known College rule against the active participation of Faculty members in politics, and (2) unethical conduct by practicing deliberate deception concerning the degree of his activity in the Wallace organization. As regards the first of these charges, we may pass over at this point the question whether a College rule against political activity by Faculty members is wise or proper. In the present case, Professor Parker states that he was unaware of a College rule against political activity; none appears in available College publications; none was cited by Dr. Hale in his February conference with Professor Parker. Dr. Hale has granted that there is no formalized rule, but has insisted that the implicit prohibition grows inevitably out of the unique College-community relationship, a relationship in which every newcomer to the Faculty is well briefed—Professor Parker in particular, since he lived in Dr. Hale's home for several weeks at the beginning of his appointment. When questioned at the May 1 conference, the administrative officers stated that this rule does not apply to the Trustees of the College—a fact which would appear to indicate disabilities for the Faculty in which Trustees do not share. At any rate, Professor Parker's actions were not an overt violation of a stated rule; whether he is culpable for failing to infer such a rule and to impose it upon himself involves (as does the above-mentioned special sense of "appropriate restraint") a judgment of the Administration's basic position regarding participation in civic affairs, and as such it will be dealt with later.

At the conference on May 1 the Administration introduced the charge that Professor Parker had been guilty of deception, by ostensibly ceasing from public activity until after he had received his 1948-49 contract on March 18 and then renewing his activity. It was alleged that, for several weeks before the issuance of the new contracts, his name "disappeared from all public announcements pertaining to third party activities," but that shortly after the contract was issued, "his name again appeared as chairman of the committee." Dr. Hale has stated that Parker's alleged quiescence led him to issue the contract. As additional evidence of

deliberate deception, Mr. Olmstead reported a conversation with Mrs. Parker on the day after the Wallace meeting. When Mr. Olmstead remarked that Professor Parker might be in for "a lot of unpleasantness," Mrs. Parker is said to have replied, "in a voice which had a triumphant emphasis": "Oh, George is not worried. He has his contract for next year. That's all he wanted." Thus related, the anecdote is made to sound Machiavellian; and Mr. Olmstead draws the conclusion "that Mr. Parker deliberately gave the impression that he had withdrawn from his political connections until he received his appointment for 1948-49." The evidence indicates the charge to be false. Professor Parker has explained that the Wallace organization was small, and prior to the approach of the Wallace meeting it did little that the newspapers considered newsworthy; weekly news releases were issued, but the press did not always use them. Among the three or four stories published before March 18, one, published in the *Evansville Press* of March 2, announced a meeting of the Executive Committee of the Wallace organization at Professor Parker's home, and one in the *Courier* of March 3 mentioned Professor Parker as chairman of the Wallace club; these, it will be noted, were published on the eve of the Board's meeting to approve College contracts for 1948-49, and during the period in which Parker is accused of having concealed his activity. After Professor Parker received his new contract his name still did not appear in the papers during the rest of March; in the first six days of April his name appeared inconspicuously in two Wallace stories, and failed to appear in two; never did it appear prominently until the day after the Wallace meeting.¹ Common sense suggests that if Parker had resigned from the chairmanship, the local press (not to speak of the academic grapevine) would have carried the news; in the absence of such news the Administration had no reason to infer his resignation. Since Dr. Hale insists that he did believe that Parker's public activity had ceased, it may be a reasonable explanation that the Administration was victimized, not by deception, but by the not uncommon administrative disposition to assume that "All's quiet"

¹ Committee A is indebted to Dr. Hale for "an analysis of the two Evansville daily newspapers" from February 6 through April 6, consisting of 9 items on the activities of the Wallace committee; two additional items have come from other sources.

is equivalent to "All's well." On the basis of the evidence, Committee A rejects this charge of deception. It is convinced that a case cannot be made against Professor Parker on the charge of having violated either the 1940 Statement of Principles or any recognized ethical principle.

VII

The Association's Committee on Academic Freedom and Tenure has expressed its considered opinion that Professor Parker was dismissed because of his public political activity, in the sense that if he had not accepted the Chairmanship of the Vanderburgh County organization for Wallace and had not participated in the Wallace meeting of April 6, he would not have been dismissed. In evaluating the Administration's action, the Committee has stated its judgment that the manner in which Professor Parker conducted himself in his public activity furnished no grounds of condemnation, with reference either to the provisions of the 1940 Statement of Principles governing a teacher's civic activity, or to generally accepted standards of ethical conduct. Careful consideration of all the evidence has further convinced the Committee that the manner in which Professor Parker conducted his public activities was not the Administration's principal concern; its principal concern was with the community's reaction, and the possible effect of the community's reaction upon the College. The basic explanation of the Administration's decision to dismiss Professor Parker is to be found in the fact that Professor Parker's public actions brought forth criticism from the community, the nature and extent of which convinced the Administration that the College was threatened with disaster, and that this disaster could be averted only by removing Professor Parker from the Faculty of the institution.

In considering this aspect of Professor Parker's dismissal it is important to keep clearly in mind the nature and functions of an institution of higher education. A fundamental postulate of the principles of academic freedom and tenure as set forth in the 1940 Statement of Principles is that "institutions of higher education are conducted for the common good and not to further the interests of either the individual teacher or the institution as a whole."

Because of the nature and functions of an institution of higher education, the criterion by which the action of the Administration in dismissing Professor Parker must be judged is not the interest of Evansville College alone, certainly not its immediate financial interest, but the interest of the whole enterprise of American higher education in relation to the common good. The present section of this report will attempt to analyze the nature and the extent of the danger with which the Administration of the College believed the College to be threatened by Professor Parker's public political activity, and will consider whether the dismissal of Professor Parker was necessary in order to avert the disaster which the Administration believed to be imminent.

The administrative officers of Evansville College have made it clear that they believed that the College was threatened with disaster as a result of Professor Parker's political activity, have described the nature of this threat, and have explained why it was their decision that Professor Parker must be dismissed. The following paragraph is believed to be a fair summary of their views in this respect as these views have been expressed in their several statements referred to earlier in this report:

Of basic significance is the urban college pattern—the fact that Evansville College is “closely integrated with the city, whose broad educational need it serves,” and therefore “is sensitive to the community which values its work and services.” Because of this integration and sensitivity, the conspicuous involvement of a Faculty member in politics is interpreted by the public as involving the College itself; as a result the College loses the general, non-partisan support of the community, and suffers a loss of influence and effectiveness. A teacher who stands stubbornly upon some theoretical right and disregards the effect upon the College exhibits such a degree of irresponsibility that the College can protect itself only by removing him. Professor Parker was well aware of the college-city relationship, and was specifically warned in February of the effect which his pro-Wallace activity might have on the College; nevertheless, taking advantage of the fact that Dr. Hale had not ordered him to cease, but had left the matter to his own free choice, he persisted in a course which was found to bring disaster. The consequences were fully apparent by April 7: the community was turning rapidly against the College which it had formerly supported with enthusiasm, and only Parker's departure

could arrest the process. Since he would not resign, he had to be dismissed.

As evidence of the danger to the College resulting from Professor Parker's public political activity, the Administration has testified to the "increasing flow of protests from many sources" as it became known that Professor Parker was to take a prominent part in the Wallace meeting. The members of Committee A do not know how many protests were received by the Administration of the College or from what individuals or groups; it may be assumed that the protests were numerous, and came from individuals or groups whom the Administration considered significant. Even if Dr. Hale was facetious, or engaging in conscious exaggeration, in his remarks that upon attending a meeting of the Rotary Club he "felt as if he had the smallpox," the protests were at least sufficient to convince him "that Mr. Parker's actions were bringing a vote of no confidence in the College." The almost riotous assemblage which gathered outside the auditorium on April 6, 1948 has already been mentioned. Two days after the meeting it was reported to an administrative official of the College that the Council of the Veterans' Organizations of Evansville was going to meet "to see what measures could be taken to bring pressure" for Professor Parker's dismissal. When the Executive Committee of the College met on April 7 its members felt that they "would be condemned by the great majority of [their] constituency if Mr. Parker was not asked to resign." Thus there is no doubt that a strong community sentiment did exist, that this sentiment manifested itself in prompt and vigorous protest against Professor Parker's continuance on the Faculty of the College, and that the Administration of the College was profoundly disturbed by this sentiment.

This protest did not arise because the Evansville community objects on principle to political activity by a member of the Evansville College Faculty. The vehemence of the protest evidences something of more concrete interest to the community than a theoretical obligation of teachers to refrain from politics. The basis of this protest was the fear of radical political change not uncommonly present in the political, economic, and social thinking of some groups in conservative communities. The especial object of

this fear at the moment was Mr. Wallace and his political movement. A distrust of Mr. Wallace—his baffling personality, his criticism of the *status quo*, and, above all, his Communist support—was readily extended to include a young teacher who thought he saw in the Wallace movement an opportunity to advance his own ideals of human betterment. Thus, as reported by an administrative officer of the College, Professor Parker's public appearance at the Wallace meeting encountered a "tense emotional state of the public in its attitude toward Communism or anything remotely related to Communism." As the date of the Wallace meeting approached, citizens "in increasing numbers" began to ask questions about Professor Parker; some inquired directly "whether he was a Communist." Student leaders bandied the words "Fascist" and "Communist." At the time of the Wallace meeting, according to the report of the committee of the Council for Community Services, the jeers of the pickets "were largely to the effect that those entering the meeting were identified with Communism." After the meeting a telephone message warned the Administration of the College that "everyone" was saying that "they do not intend to send their children to a college that teaches Communism." Fifty prominent citizens, who had met to discuss an important community project, could hardly be called to order, so busy were they in wondering "how Evansville College could harbor a Communist."

There is no doubt that the administrative officers of the College saw in the community's protest against Professor Parker's political activity, popularly regarded as activity in behalf of Communism, a threat to the College. By their own statements, this threat included a loss of enrollment and of financial support. One aspect of their case against Professor Parker is that he knew his acts "would alienate a large majority of the community who supported the College by gifts and by sending their children to it." During the excitement of April 8 Dr. Hale stated to the Faculty of the College, "As of today our Student Union Building [for which funds were being raised] is a thing of the past." The Administration also expressed fear of losing things less tangible but more vital: the local influence of the College, its precariously maintained classroom freedom, and its carefully fostered system of community re-

lationships. Thus, in a statement concerning the jeopardy in which Professor Parker's political activity had placed the College, an administrative officer of the College explained that "it was not a question of just buildings and money, but the whole pioneering program . . . of liberal urban education . . ." that was being placed in jeopardy. Despite this and kindred testimony the Administration has subsequently insisted that in dismissing Professor Parker it did not act from fear of community disapproval or yield to community pressure, but that "aware of the community's reaction" and determined "to see that the confidence of its clientele was maintained" the College "felt it imperative to request Mr. Parker's resignation." To Committee A this seems to be a distinction without a difference.

Verbal subtleties aside, the Administration of the College saw in community disapproval a danger to the College and emphasized this danger as justification for Professor Parker's dismissal. What the Administration failed to see was the possibility that it might have overestimated the danger, and that if it yielded because of this danger it would be embracing a greater danger to institutional welfare, namely, the loss of freedom, without which no institution of higher education can fulfill its obligations to the students and to society.

It is, of course, true that no one can say with certainty what would have happened if the Administration of the College had refused to dismiss Professor Parker. Much would have depended upon the clarity, the forthrightness, and the unanimity of the Administration and of the Faculty of the institution in explaining to the lay public the nature of Professor Parker's right to civic activity and the values that are derived from upholding the right of a teacher to civic freedom. A few students might have withdrawn from the College. Some subscriptions to the Student Union Building might have been withdrawn. There might have been a citizens' meeting with speeches and resolutions. Dr. Hale might have received additional protests, and some persons, including perhaps some members of the Board of Trustees, might have demanded Dr. Hale's resignation. No judgment of these matters can be more than a conjecture, and in the nature of the case we should not expect infallible judgment from the adminis-

trative officers of the College, whose personal careers were involved and who, by their own statements, were opposed to faculty participation in political affairs.

The members of Committee A believe that, serious as the Evansville community protests were, the community would have responded to an appeal to reason. Vehement local protests are a fairly common phenomenon in American higher education. While college administrations find coping with such protests difficult, experience has demonstrated that an alert and courageous president can unify an institution's administration in behalf of the principles of freedom, and that an appeal to reason addressed to the public is frequently effective. As regards the present situation, there was a great possibility of success for that kind of appeal to the community. As was pointed out earlier in this report, the leading members of the Board of Trustees of the College are prominent and influential citizens of Evansville, whose opinions carry weight. It is highly probable that their influence, asserted both publicly and privately to allay the community's fears, in conjunction with a forthright, judicious statement by Dr. Hale, would have stopped the community agitation before it was well started. Dr. Hale has stated that he did not believe that Professor Parker was a Communist, and the evidence indicates that the members of the Board of Trustees did not believe that Professor Parker was a Communist. Since fear of Communism was a significant factor in the community protests, assurance on this point was clearly indicated as a responsibility of the Administration of the College. Another clearly indicated responsibility of the Administration was an explanation to the community of the nature and functions of an institution of higher education and of the academic profession, and an explanation of the principles of academic freedom and their rationale, with special reference to the civic freedom of teachers. In their failure to make these explanations Dr. Hale and the other administrative officers of the College and the members of the Board of Trustees of the College failed to meet responsibilities implicit in educational leadership in a democratic society.

VIII

Most of the facts in this case are not seriously in dispute. There

is no question about Professor Parker's competence as a teacher, the cordial relationship between him and the Administration of the College prior to his public political activities, the details of these activities, the reaction of the community to them, and the steps taken in dismissing him. To Committee A the conclusion seems to be established that the Administration took these steps in consequence of the community's unfavorable reaction to Professor Parker's public political activities. With these facts and this conclusion so clear, it is difficult to understand how Dr. Hale and his advisers can assert, as they have asserted, that the dismissal of Professor Parker because of the exercise of his civic rights did not constitute a violation of the principles of academic freedom. Their assertion that his dismissal did not violate these principles seems to rest upon a process of reasoning which may be summarized as follows:

Professor Parker "had a perfect right to his political opinions and beliefs," he was not told "to give up his political activities," and "he was given a free election as to what he should do"—in short, "none of Professor Parker's constitutional or civic rights have been denied him." But in making this free choice as to the extent and manner in which he would exercise his rights, he was obligated to assume responsibility for the consequences. If the consequences of a free choice were such that the institutional welfare required his removal from the Faculty, the responsibility for this outcome rested not upon the College Administration, but upon Professor Parker, who had made the choice; he alone "could have prevented the whole affair from moving inevitably to its conclusion." In a word, no principle of freedom is violated as long as a teacher is free to act, even though he is afterwards dismissed because his action is judged to have harmed the institution.

Certain defects are apparent in this reasoning. A teacher has no real freedom of choice if he knows that by exercising his freedom he may invite punishment. Moreover, the Administration's argument places a heavy emphasis upon the supposed welfare of the particular institution, rather than upon the welfare of higher education as a whole; it identifies institutional welfare with the approval of the immediate community; it assumes that the administrative officers are the final judges as to the effect of community

disapproval upon the welfare of the institution; and it assumes that a teacher who fails to accept the Administration's judgment or, perhaps, to anticipate correctly what the Administration's judgment will be, thereby demonstrates his own bad judgment and lack of common sense, and hence his unfitness for his position. It may be observed in this connection that bad judgment and lack of common sense, manifested in acts or words, may evidence professional unfitness to a degree that justifies the dismissal of a teacher. But it is very important that the teacher charged with a grossly culpable lack of judgment shall be given a full measure of due process in the canvassing of facts, and that those who judge the facts shall be on guard against minimizing the claims of freedom and exaggerating the claims of institutional expediency.

This caution touches upon the chief defect of the argument of Dr. Hale and his advisers: their reasoning completely ignores the superior claims of academic freedom, and the responsibility of a college administration in maintaining academic freedom. It is a truism that an institution of higher learning in which freedom of teaching and research do not exist is unworthy of the name, no matter how successful it may have been in community relationships, in fund-raising campaigns, and in other enterprises. For example, if research, reasonably conceived and properly executed, leads to conclusions that are offensive to potent local interests, and arouses hostile criticism, the teacher concerned should expect the support of the institution's administration. Civic and political freedom for teachers is of cognate importance. Civic and political activities are not merely privileges; they are a duty. It is appropriate in this connection to recall the following words from an address by Dr. Herman B. Wells, President of Indiana University, which Dr. Hale distributed in February, 1948 to the Faculty of Evansville College:

As a citizen the university professor has the right—indeed it is a duty—to participate in civic and political affairs. On occasion he may serve the community best by taking an active and important part in such matters.

It follows that an administration is not justified in placing limits upon a teacher's sincere patriotic performance of his civic duty—in

saying, as Dr. Hale has said in discussing this case, that a teacher is free to think and vote as he pleases, and to discuss politics with his friends, but is not free to associate himself actively with others in civic and political affairs. As long as his actions are legal, are conducted with the dignity expected of educated men and women, and do not infringe upon the time necessary for the performance of his professional duties, he should not be forbidden, and he should not be punished afterwards for bad judgment because these activities have aroused hostile criticism. To deter teachers from normal civic activity, either by direct prohibition or by making them fearful of disastrous consequences, is to place teachers in a class apart from other citizens. To discriminate against them in this way is unjust to the teachers themselves and unwise as regards the general welfare, since it deprives the public of the benefit that comes from the participation of an intelligent and informed group of citizens in civic and political affairs. An administrator who discourages their participation in civic affairs evidences his own distrust of democratic freedom.

A final word is due regarding that aspect of the Administration's position which blames Professor Parker because his actions were not "generally considered by the majority of the constituency as beneficial to our society"—that is, that he represented a minority view. Those who through the years have been responsible for the work of the American Association of University Professors relating to the principles of academic freedom and tenure have sought for the teacher the freedoms of other citizens. One of the freedoms of a citizen is the freedom to support minority views, even when those views are considered by the majority of citizens to be extreme or radical. In the Annual Report of the Association's Committee on Academic Freedom and Tenure for 1947, it was emphasized that there could be no retreat from this position; that if a retreat should be permitted from the first line, there is no second line to which we can retire. Once the principle of interference with open, lawful political activity is permitted, interference will not stop with "extreme" or "radical" activity, but will extend to other minority movements. The academic profession is vitally concerned with maintaining the rights of minorities. The 1940 Report of Committee A expressed this concern as follows:

A part of the freedom which we are all anxious to preserve is the right of minorities to be heard and of individuals to protest, provided it is done in an orderly manner and without violence. An essential element in a free government is this right of those who are outnumbered for the moment to seek to win adherents to their views by argument and persuasion. To dismiss a teacher for indulging in this freedom would scarcely seem to be an appropriate way to preserve it.

The case of Professor Parker is a case in point.

IX

The dismissal of Professor Parker for the reasons and in the manner indicated in this report cannot be justified by the principles of academic freedom and of due process endorsed by this Association, the Association of American Colleges, and other associations interested in the welfare of higher education. For its failure to uphold these principles in the case under consideration the Administration of Evansville College is clearly censurable. In this connection the profession should note that in dismissing Professor Parker the Administration of Evansville College also violated two contracts with Professor Parker, but that it did meet the financial commitments stipulated in these contracts as salary for services rendered by payment to Professor Parker of an amount of money equal to his salary for the remainder of the academic year 1947-48 and for the academic year 1948-49. The Administration's decision to meet its financial commitments to Professor Parker was made by the Executive Committee of the Board of Trustees of the College on April 8, concurrently with the decision to dismiss him. This decision was announced by Dr. Hale at the meeting of the Faculty of the College later in the same day. Payment of the amount authorized by this action was made by the Administration of the College to Professor Parker on June 29, 1948. This action of the Administration in meeting its financial obligations does not relieve it of blame for having violated its contractual agreement to utilize the services of Professor Parker, and for having thereby stigmatized him as unworthy to remain on the College Faculty during the remainder of his contract-period. Nor does it relieve the Administration of blame for the error which underlies all its other

errors in this case—its failure to understand and support the principles of academic freedom.

Since the dismissal of Professor Parker, Mr. Wallace's campaign for the Presidency of the United States has become history, and the Wallace movement is no longer regarded as a threat even by the most fearful. Doubtless some who called for the dismissal of Professor Parker are now ashamed of their unjustified alarm. Such repentance, however, cannot repair the damage done to the American tradition of freedom and to Evansville College, a damage which its Administration could have prevented had it possessed insight into the significance of intellectual freedom and courage to uphold those principles that are indispensable to the welfare of higher education and of the public.

Approved for publication by Committee A on Academic Freedom and Tenure.

WILLIAM T. LAPRADE, *Chairman*

Active Members: Ralph E. Himstead (Law), Association's Secretariat; Edward C. Kirkland (History), Bowdoin College; William T. Laprade (History), Duke University, *Chairman*; Ralph H. Lutz (History), Stanford University; J. M. Maguire (Law), Harvard University; George Pope Shannon (English), Association's Secretariat; Quincy Wright (International Law), University of Chicago.

Associate Members: William E. Britton (Law), University of Illinois; Elliott E. Cheatham (Law), Columbia University; Thomas D. Cope (Physics), University of Pennsylvania; F. S. Deibler (Economics), Indiana University; F. L. Griffin (Mathematics), Reed College; A. M. Kidd (Law), University of California; S. A. Mitchell (Astronomy), University of Virginia; DR Scott (Economics), University of Missouri; John Q. Stewart (Physics), Princeton University.

CONSTITUTION

Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.
6. Associate, Emeritus, and Junior Members shall have the

right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-President shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of

President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it for the remainder of the unexpired term, and, in the case of a Council member, the person so appointed, if the remainder of the term for which he is appointed is not more than two years, shall be eligible for subsequent immediate election for a full term.

Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.

2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

Article VII—Dues, Termination of Membership

1. Each Active Member shall pay four dollars and each Associate or Junior Member shall pay three dollars to the Treasurer as annual dues.

2. Emeritus Members shall pay no dues.

3. Nonpayment of dues by an Active, Associate, or Junior Member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

weeks in advance of the meeting and shall be given a hearing if he so requests.

5. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.¹

Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five Active Members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

Article X—Annual Meeting

1. The Association shall meet annually, at such time and place as the Council may select, unless conditions created by war or other national emergency should make the holding of a meeting impossible, or unless the holding of a meeting would, in the opinion of the Council, impede the government in its efforts to cope with conditions created by war or other national emergency.

2. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote

¹ By vote of the Council, Emeritus Members who pay no dues may receive the *Bulletin* at a special rate of \$1.00 a year.

of the Active Members present and voting, but on request of one-fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

3. If an Annual Meeting is omitted in accordance with the provision in Section 1, the Council shall transact the general Annual Meeting business and shall conduct the annual election by mail. Such an election shall be by a proportional vote as described in Section 3 of Article III.

Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval, the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association, and

shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., New York City, N. J.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.
- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border).
- District V: Ohio, Mich.
- District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
- District VII: Ind., Ill., Wis.
- District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, Alberta.
- District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- District X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii, Alaska, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be re-

ported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by not less than 150 Active Members of the Association, provided that in determining the required number of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Committee, together with a brief biography of each nominee, shall be printed in the Autumn number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the Winter number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the Summer and Autumn issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the Autumn *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall

keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meeting shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall

collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Secretaries or Assistant Secretary or Secretaries appointed by the Council for that purpose.

6. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties.*—The General Secretary, the Associate or Assistant Secretaries, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

The classes and conditions of membership are as follows:

Active. A person is eligible for election to Active membership if he holds a position of teaching or research with the rank of instructor or higher in an institution on the Association's eligible list, provided his work consists of at least half-time teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

Junior. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions and who are not eligible for Active membership. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

Associate. Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily administrative are transferred to Associate membership. Annual dues are \$3.00, including subscription to the *Bulletin*.

Emeritus. Any member retiring for age from a position in teaching or research may be transferred to Emeritus membership.

Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

Continuing Eligibility. Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

Interruption or Termination of Membership. Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year, during which time there is an obligation to pay dues.

Nominations for Membership

The following 1673 nominations for Active membership and 39 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

Active

Adams State College, James P. Hatfield, Julian Samora; Adelphi College, David Boroff, Gladys M. Darby, Joseph Grunwald, William Henderson, Raymond Makofske, Helen Perle, Joan E. Thimm; University of Akron, Einar G. Anderson, Julia Anich, Edward A. Paul; Alabama Agricultural and Mechanical College, Robert A. Carter, V. Murray Chambers, Elsie H. Wallace; Alabama Polytechnic Institute, John S. Dendy, William B. McGehee, J. M. Robinson; University of Alabama, James F. Caldwell, Frank V. Cosby, John A. Dean, William D. Jordan, Eve Lewis, Susie Lee Ward; University of Alaska, Ellen M. Brinsmade, C. Charlene Craft, Nady Denie, Lorraine F. Donoghue, Katharine S. Duroe, Alfred M. Ewing, Blanche Nicolai, Antonia Ratliff, Mary A. Sheahan, Clyde G. Sherman, Donald G. Yerg; Albion College, William J. Gilbert, Loren E. Hanna, John H. Lavelly, Lotta M. Rogers; Alfred University, Salvatore J. Bella, Alexander Kuman, Myron K. Sibley; Allegheny College, Jack F. Culley, Mildred A. Ditty, Ralph G. Dunlop;

American International College, Olive Durgin, Gilman A. Randall; **American University**, Edgar O. Bowles, Stephen P. Hatchett, Russell V. Person; **Amherst College**, Ellsworth E. Richardson; **Appalachian State Teachers College**, John G. Barden, John J. van Noppen, Lee J. Reynolds, Wiley F. Smith, John H. Workman; **Arizona State College (Tempe)**, Joel A. Benedict, James A. Bird, Loring M. Carl, David A. Conlin, Ernest Feder, Hugh Hanson, Ambrose D. Holford, William Kajikawa, Orus F. Krumboltz, Lewis Larmore, Mary McKinnin, Dean F. McSloy, Shelley M. Mark, Martin Mortensen, Albert J. Onofrio, Collice H. Portnoff, H. Barry Rose, Catherine R. Thomas, Loretta Willson; **University of Arizona**, Alice M. Boyle, Bartley P. Cardon, Edna E. Church, George W. Lotzenhiser, Donald B. Marsh, Robert S. Svob, Lyle M. Young; **University of Arkansas**, Clifford N. Cassidy, John Clark, Jr., Mona E. Dingle, Jack C. Gilchrist, Harold D. Hantz, Richard J. Hostetter, Jennie L. Milton, Carl Patton, Jr., Mary A. Stuttle, H. W. Sundwall.

Baldwin-Wallace College, W. Roland Cook, Donald S. Dean, Frederick C. Ebbs, Eugene H. Fellers, Betty D. Gotshall, Charles G. Irwin, Bernard J. Oliver, Jr., Glenn A. Schnitke, E. Eugene Weaver, Edmund B. Wright; **Ball State Teachers College**, Georgina Hicks, Thomas H. Wetmore; **Bates College**, Doyle M. Bortner, Patricia S. Robinson; **Baylor University**, Charles F. Bouschor, Veloy H. Creasey, William A. Dickson, Stephen P. Forrest, Ruth Gilbert, Bernhard Gottlieb, Andrés Sendón, James L. Shepherd III; **Berea College**, Preston J. Stegenga, Ruth J. Uhrhan; **Bluefield State College**, Ethel M. Miles, Phillip G. Wells; **Boston College**, A. Kenneth Carey, William A. Carito, John C. Conway, Arthur L. Glynn, Owen A. Hanley, Francis J. McDermott, Rene J. Marcou, John J. Mulligan, Edward J. Rooney, James E. Shaw, Leon M. Vincent; **Boston University**, George Beal, Alice F. Behymer, Richard C. Carpenter, Robert Chin, Walter N. Durost, Winifred M. Gibson, John B. Giever, Mary A. Gunn, Elizabeth J. Hall, John Harrison, George E. Hatvary, Arthur H. Hauge, Doris C. Hinds, Ruth Langley, Helen A. Murphy, Robert B. Partlow, Jr., Jane S. Phillips, Wilbert Pronovost, Bill Read, Joseph F. Sanders, Morrill M. Slack, Frank L. Steeves, Helen B. Sullivan, Frank L. Sweetser, Jr., Lucien B. Taylor; **Bowdoin College**, Frederick Aandahl, Jr., Philip C. Beam, Robert S. Brumbaugh, A. Cheever Cressy, Jr., Robert D. Elliott, Lawrence S. Hall, Edward S. Hammond, Robert M. McNair, Norman L. Munn, George H. Quinby, Albert S. Roe, Walter M. Solmitz, Frederic E. T. Tillotson; **Bowling Green State University**, Eleanor Boettke, John R. Davidson, Mabel Drennan, Dale Haven, J. Levan Hill, Ernestina Malnati, Ann Marley, Eve Mocek, Donald C. Peterson, William Weiersheuser; **Bradley University**, Philip S. Baker; **University of Bridgeport**, David Brown, Henrietta M. Grimsley, Curtis Ledford, Eric Marcus, Ralph H. Pickett, Anita P. Riess, Joseph Schafer, Harry L. Wechter; **Brigham Young University**, Arthur R. Watkins; **University of British Columbia**, David C. Murdoch; **Brooklyn College**, William A. Behl, Robert W. Ehrich, Orient Lee; **Brown University**, Elmer M. Blistein, William F. Church, Edward R. Durgin, James B. McGuire, Lorrin A. Riggs, William J. Robbins, Murray S. Stedman, Jr., Boris C. Swerl-

ing; **Bryn Mawr College**, Rosalie C. Hoyt; **Bucknell University**, Harold W. Heine, Leon E. Krouse, Donald G. Ohl, Gordon Poteat; **University of Buffalo**, Paul A. Bacon, Anthony T. Balint, W. H. Warren Ball, Victor Barnouw, Lowell P. Bassett, Richard J. Costello, John C. Fisher, Walter J. Fleming, Jr., William V. Freer, Lawrence L. Giller, Harold L. Malt, Norman Miller, Charles H. Murrish, Kevin B. O'Callahan, Edward W. Schuh, Richard L. Temlitz, Allen F. Williams; **Butler University**, Frank J. Albert, John C. Appel, George S. Barber, Werner W. Beyer, William B. Cameron, Searle F. Charles, C. Ross Dean, Harold S. Frum, Thomas M. Gregory, Roy Marz, Ray A. Miller, Paul W. Nicely, Bradford Noyes, Gabriel D. Ofiesh, David C. Pellett, Lawrence Stine, J. Hartt Walsh, Naomi A. Whitesell, William Young.

University of California, Henry W. Elliott, Arthur E. Hutson, Hans Lewy, Carl B. O'Brien; **University of California (Santa Barbara College)**, Joseph E. Lantagne, Lyle G. Reynolds; **Carroll College**, George A. Olson; **Case Institute of Technology**, Charles Saltzer; **Catawba College**, Millard Wilson; **Centenary College of Louisiana**, Marion E. Barnett, Edmond M. Parker; **Central College (Iowa)**, John H. Wesle; **Chapman College**, Gustav Albrecht, Ellen B. Atherton, Mary C. Bordeaux, Donald C. Perkins; **University of Chattanooga**, Georgia L. Bell, Harold J. Cadek, Joyce Evans, John T. Gray, Gail S. Hammond, Selma E. Herr, Stuart J. Higginbotham, Jean M. Pettitt, Stuart R. Purser, Irene Wheeley; **Chicago City Junior College (Wilson Branch)**, Harold L. Appell, Sidney M. Bernstein, Robert J. Dvorak, Olga Evanoff, Lela Hanmer, Frank X. Henke, Arthur E. Hunter, Lawrence E. Olsen, Dorothy R. Patton, Macklin Thomas; **Chicago City Junior College (Wright College)**, Agatha Cavallo; **University of Chicago**, Donald W. Fiske, Charles F. Nims, Edgar, S. Rose, Pol Swings, David G. Williams; **University of Cincinnati**, Millie C. Almy, Reyman E. Bonar, Richard Cosway, Helen J. Crossen, R. Stanley Gex, Ernest B. Haswell, Mary E. Light, Frank E. Liguori, Robert B. Lowry, Margaret G. McKim, Clarence C. Mills, Ralph S. Rice, William D. Schwarberg, Clara G. Stratemeyer, Robert A. Toepfer, Herbert B. Weaver, John A. Winget; **The City College**, Arnold Bernstein, Henry Eilbirt, Mary D. Haithcock, Irving Sklansky, Ira Zasloff; **The City College (Commerce Center)**, André Nicolle; **Claremont Men's College**, Ronald M. Reifler; **Clemson Agricultural College**, Gilbert W. Biggs, Claire O. Caskey, James R. Cook, Curtis E. Hutton, Koloman Lehotsky, Charles E. Littlejohn, Jr., John M. Rush, Chester R. Smith, I. A. Trively, Raymond E. Tyner, William P. Van Eseltine, Richard F. Wheeler, Roy Wood; **Colby College**, Walter N. Breckenridge, Robert V. Burdick, Jean K. Gardiner, Frank H. Giraud, Herbert S. Michaels, Robert W. Pullen, Cecil A. Rollins, Walter B. Seeley, Walter Wagoner, Knowlton M. Woodin; **Colorado Agricultural and Mechanical College**, Robert L. Davis; **Western State College of Colorado**, Clarence Rockwell, Byron C. Yale; **University of Colorado**, Herman I. Arenson, Isaac Bacon, Maurice B. Davies, Leta P. Di Salvo, John B. Ellery, Francis J. Geck, Frederick H. Good, John M. Griest, Kenneth R. Hammond, Burton W. Jones, Morris H. Levine, Hope Lowry, Norbert L. Shere, Parry C. Stroud, E. Edwin Weibel; **Columbia**

University, Arthur R. Burns, Eveline M. Burns, Gordon F. Derner, Ralph R. Fields, Carter Goodrich, John E. Gorrell, Raymond D. Mindlin, Ernest Nagel, Raymond Villers, Ernest W. Williams, Jr.; **Concord College**, Florence I. Bradley, Harry Finkelman, Joseph Friedl, Robert Kyle, Sanford Watts; **Connecticut College**, Harriet W. Allen; **University of Connecticut (Fort Trumbull Branch)**, William Marcuse, Helen S. Thompson; **Cooper Union**, Lawrence H. Dworetzky, Floyd Hasselriis, Harold W. Merritt, Frank C. Mirgain, Donald N. Read, Jesse B. Sherman, Jack Yampolsky; **Cornell College**, Paul Koepke; **Cornell University**, Paul E. Ramstad, James E. Sever, Helen K. Staley; **Culver-Stockton College**, Frances Waggenger.

Dartmouth College, Martin L. Lindahl, John H. Wolfenden; **University of Delaware**, Lincoln Armstrong, Hazel J. Baker, Alan F. Clifford, Lewis W. Gleekman, Edwin C. Heinle, John H. Meister, Harold B. Raymond, Abraham Shuchman, Moises Tirado, Marie-Luise Wolfskehl; **Denison University**, Kalman D. Archibald, Shirley Power; **University of Denver**, Leslie K. Grimes, Goldwina N. Phillips; **De Paul University**, F. Emile Audet, John E. Burns, Robert E. King, Thomas R. Masterson, Willard Munzer, Anabel M. Scanlon; **DePauw University**, Raymond H. French; **Dickinson College**, Bertram H. Davis, John R. Embick, M. Lucie Fitzpatrick, David I. Gleim, Charles D. Kepner, David Kirk, W. Wright Kirk, May Morris, Arthur M. Prinz, Horace E. Rogers, Lewis G. Rohrbaugh, Henry E. Smith, Joseph B. Smith, Herbert Wing, Jr.; **Drake University**, Harold C. Krogh, William R. McIntyre, Paul H. Ptacek, S. Austen Reep, Leonard W. Towner; **Drury College**, Lora Bond; **Duke University**, George Baylin, Helen K. Castellano, John W. Everett, Frank A. Hanna, Geloco McHugh, Harold T. Parker, Benjamin E. Powell, Arley J. Walton, Thomas G. Wiener; **Dunbarton College of Holy Cross**, Alice K. McLarney.

Elon College, Hans E. Hirsch; **Evansville College**, Harold R. Bottrell, Maurine Breeden, Robert R. Buell, Nicholas D. Cannici, Pearl Grabowsky, Thomas S. Harding, Dora L. Hess, James Julian, Florence Keve, John Kronsbein, John L. Loos, Mae R. Pietila, Edward E. Potter, C. H. Slusher, Dorothy R. Tapp, Mildred K. Taylor, Agnes L. Tomplins.

Fairleigh Dickinson College, Clair W. Black, Leon H. Canfield, Michael A. Costello, Harold Feldman, William B. Higgins, Kathleen C. Hillers, William T. Kirscher, Sidney J. Kronish, Julius O. Luck, Howard R. Mirkin, Louise Palladeno, Dorothy Reeves, William G. Robinson; **Fairmont State College**, Hayden M. Carmichael, George R. Hunt; **Fisk University**, Elmer Schoettle; **Florida Southern College**, Roy S. Kiser, Elaine B. Minnis; **Florida State University**, Howard C. Busching, Grace E. Cairns, David E. Christensen, Wendell L. East, George F. Holschuh, Adolph Karl, Laura C. Lee, Markham J. McEnroe, Stanley Maron, Otis M. Montgomery, Samuel R. Neel, Jr.; **University of Florida**, John D. Anderson, S. S. Block, Louie T. Camp, Frederick H. Hartmann, Benjamin B. Leavitt, John H. Owen, Milton E. Ryberg, G. Ballard Simmons, Louis A. Waters, Jr.; **Franklin and Marshall College**, R. Randall Cole, Frederick W. Van Name, Jr.; **Fresno State College**, Marjorie R. Arm-

strong, Frank M. Boolsen, John A. Buehler, Jr., Raymond E. B. Fagan, Arthur W. Gutenberg, Edwin Lombard, Betty R. McGee, George E. Nichols III, Vincent E. Petrucci, Bernard A. Shepard, Wallace Smith, Ernest Wild.

Georgia Institute of Technology, Clyde A. Goodrum, W. Richard Metcalfe; **Georgia State College**, J. Randolph Fisher; **University of Georgia (Atlanta Division)**, John A. Alexander; **Gettysburg College**, Robert H. Fryling, Nathaniel L. Kaderly, Allen C. Percival, William A. Stuart, Lewis E. Weeks, Jr., Earl E. Ziegler; **Good Counsel College**, Antoinette Coloccia; **Green Mountain Junior College**, Dorothy A. Cole, John E. Davis, Kathleen E. Stokes; **Gustavus Adolphus College**, George F. Hall.

Hamilton College, John W. Blyth, William Welch; **Hamline University**, Keith W. Irwin; **Hampton Institute**, Helen M. Seller, Henry N. Switten; **Harris Teachers College**, Mabel Seidlitz; **Harvard University**, Elizabeth A. Lockwood; **University of Hawaii**, Tom E. Abrums, Muriel Bergstrom, Harold M. Bitner, Philip L. Bridgham, Leslie J. Briggs, Suzanne C. Fauvet-McLaughlin, Edith Lord, John J. Naughton, William L. Neumann, Mildred Riedesel, Bert Shepard, Albert L. Tester; **Hillyer College**, John Balmer, Chester E. Baston, Robert G. Drew-Bear, William M. Farris, James K. Haynes, Warren E. Kudner, Raymond Lawley, Elizabeth C. Lindsay, Carmela Nazzaro, Ragnvald Randeberg, Harry P. Schmidt, Merrill B. Sherman, Harold H. Shively, Kenneth A. Shutts, Milton S. Smith, James J. Sullivan, Henry Swift; **Hofstra College**, Bernard Beckerman, Juliet Geymet, Alfred R. Oxenfeldt, Claymer Schluter; **College of the Holy Cross**, Edward J. Hogarty, Vincent O. McBrien, Raymond E. McDonald; **Howard University**, Fred H. Blum; **Humboldt State College**, Burton Henry; **Hunter College**, Ruth Bell, Alexander M. Bernyk, Gertrude R. Jasper, Arthur E. Lorch, David G. Salten, Frederic W. Stewart, Robert Strassburg, Annita Tuller, Elizabeth A. Weber, Frederick L. Zimmermann.

Northern Idaho College of Education, Patrick M. Murdock; **Idaho State College**, DuWayne L. Goodwin, Wilmer F. Jacob, Arlene Morgan; **Illinois Institute of Technology**, James W. Fairchild, Manley H. Jones, Arthur H. Mankin, Ernest F. Masur, Hooper A. Williams; **Western Illinois State College**, George W. Mulder; **Illinois State Normal University**, Ralph A. Benton, Beryl T. Galaway, John W. Green, Elizabeth Russell, Raymond W. Tudor; **Southern Illinois University**, Jack S. McCrary, Richard L. Morse; **University of Illinois**, O. Herman Erickson; **University of Illinois (Navy Pier)**, Edwin W. Berg, Rebecca L. Elbinger, Richard H. Elliston, Clarence H. Gillett, Joseph L. Glojek, Josef M. Gutnayer, Joy L. King, Albert J. Schneider, Sam Silbergeld, Henry F. Williams, C. Craig Wilson; **Illinois Wesleyan University**, Ralph E. Browns, Cloyce Campbell, Wayne F. Caskey, Lowell B. Hazzard, Howard H. Hoogesteger, Louise H. Johnson, Rupert Kilgore, Oliver R. Luerssen, Robert H. Moore, Vera C. Saar, Daryl E. Williams; **Indiana University**, Richard F. Ericson, Malcolm J. McLelland, John H. Roseboom, **Iowa State College**, Erwin C. Bleckley, Robert F. Deniston, Norman A. Graebner, Judith C. Lucas, W. Robert Parks; **Iowa State Teachers College**, Russel C. Calkins,

Corley A. Conlon, A. D. Dickinson, Aron Laipple, Katharine Lineberry, Carl B. Nelson, Betty J. Shallenberger, Hazel B. Strayer, Stanley G. Wood; **State University of Iowa**, John P. Hummel, John S. McNowen, LeRoy H. Saxe, Jr., Frank D. Sills.

James Millikin University, Ralph W. Allan, Max C. Bolen, Clyde A. Dennis, Frank E. Galbreath, Henry J. Keil, Robert Long, Emmaline Rademaker, Orville B. Shetney, Herbert G. Thompson, Jr., Virginia Weigel; **John Carroll University**, Edward J. Walter; **Johns Hopkins University**, Beulah B. Tatum.

Kansas State College, Joye Ansdell, James C. Carey, Ira J. Gordon, Mildred McMullen, Donald F. Showalter; **Kansas State Teachers College (Pittsburg)**, Phyllis Bate, Lewis H. Caldwell, Lemoine B. Carlyon, Angela de Gagné; **University of Kansas**, William A. Mann, Katharine L. Mix; **University of Kansas City**, G. Georgiades Arnakis; **Kent State University**, Arthur P. Boblett, Ballard Brady, Earle E. Curtis, Elsie Dickert, Hilda Jane Ellis, Jacques J. Engerrand, Hugh A. Glauser, Esther M. Gray, F. Jane Guseman, Frances Harshbarger, Ruth Hoover, Harold Kitner, Robert Morrow, John H. Parks, Matthew C. Resick, Roy E. Wenger, G. Harry Wright; **University of Kentucky**, Robert H. Cojeen, William W. Haynes, Alfred B. McEwen, Dorothy Salmon; **Kenyon College**, Raymond English, Simeon Hutner, Murray Krieger, James E. Michael; **Knox College**, Isaac O. Peterson; **Knoxville College**, Herman J. Kloepper.

Lafayette College, H. Knowlton Trust; **Lamar College**, Norris H. Kelton, Floyd Quick; **LaSalle College**, Walter J. Kaiser, James F. Kennedy, Charles P. Perkins; **Laval University**, Maurice Lebel; **Lawrence College**, Richard W. Burnett, William Riker; **Lebanon Valley College**, G. Adolphus Richie; **Lincoln Memorial University**, Floyd Bowling, Jane Lotspeich, Marie G. Meek, Earl H. Smith; **Lincoln University (Missouri)**, Thelma T. Gorham, Ambrose B. Lewis, Gwendolyn T. McDuffie, Rondell H. Rhodes; **Southeastern Louisiana College**, George W. Bedsole, Jr., Wheadon Bloch, Martina E. Buck, Clark Gallaher; **Southwestern Louisiana Institute**, Albert L. Capuder; **Northwestern State College of Louisiana**, Roland Abegg, N. B. Morrison, Charles G. Risher, George H. Ware; **Louisiana Polytechnic Institute**, F. Elizabeth Bethea, W. J. Bordelon, Hoyle E. Brewer, Alma Burk, Merle Burk, Katherine M. Butler, Lucille W. Campbell, Woodrow W. Chew, James W. De Moss, Jr., M. Frances Fletcher, Eugene R. Guinter, Glenn L. Hodge, Ernest C. Jones, Ethel H. Kelly, Kermit Knighton, Lovick P. McLane, Mary Moffett, Margaret F. Newberry, F. Maxine Pepper, Eugenia H. Smith; **Louisiana State University**, Grace D. Bailey, Stevenson Barrett, Alvin L. Bertrand, Ralph Errolle, Peter J. Fliess, Ernest Ikenberry, Blanche E. Jackson, Harold J. King, Robert A. Pascal, Charles A. Reynard, Armin Schieler, Gerhard Singer, Bill B. Townsend, Ina H. Unglesby, Louise Utterbach, Anne Woolfolk; **Loyola University (Illinois)**, Charles W. Anrod, Winifred A. Bowman, James X. Boyle, Jerome Isenbarger, Mariette LeBlanc, Anthony L. Milnar, Donald X. Murray, George R. Pearce, Jr., George N. Thoma, G. Carl Wiegand, Joseph J. Wolff, George H. Zimny; **Lycoming College**, Robert H. Ewing, C. Herbert Picht, Frederick

U. Wells; **Lynchburg College**, Pearl G. Griffin, Clyde E. Miller, Allen B. Stanger, John M. Turner, Jr., Walter R. Wineman.

Madison College, Raymond C. Dingleline, Jr., Murl C. Shawver; **University of Maine**, Irwin B. Douglass, Samuel J. Mayo; **Manhattanville College of the Sacred Heart**, Mother Gertrude L. Buck, Mother Aileen Cohalan; **Manila Central University**, Magdaleno Arellano; **Marietta College**, Frederick H. Jackson; **Marquette University**, Scott L. Kittsley, Clarence R. Wilkinson; **Mary Baldwin College**, Robert D. Swan; **Western Maryland College**, H. Murley James, Horace Townsend, Jr.; **Maryland State Teachers College (Towson)** Lois D. Odell; **University of Maryland**, E. James Ferguson, Charles A. Johnson, Harry W. Piper, Irving Rothchild, Jesse E. Smith, Dorothy M. Torpey; **Massachusetts Institute of Technology**, S. Curtis Powell; **Massachusetts State Teachers College (Framingham)**, Stuart B. Foster, Edward Gilday; **University of Massachusetts**, Harold D. Boutelle, Richard M. Colwell, Gordon Donald, Jr., Robert S. Feldman, Albert E. Goss, Bruce R. Morris, Paul D. Ritger, H. Duncan Rollason, Israel H. Rose, Henry H. Skillings, James G. Snedecor, Theodore R. Vallance, Ralph C. Zalkan; **University of Massachusetts (Fort Devens)**, Harry N. Syrene; **Meharry Medical College**, Natalia M. Tanner, Kathryn L. White, Roberta D. Williams; **Memphis State College**, Walker F. Agnew, George W. Boyd, Willie May DuBard, John E. Farrior, Irma I. Greer, A. Peyton Hurley, Charles W. McIntosh, Edna F. Sutton; **Miami University**, William McL. Dunbar; **University of Miami**, Helen G. Bardelmeier, David W. Bent, Robert C. Beyer, Roland G. Davidson, David E. Gibbs, Luellen M. Hauser, Sydney Hordvitz, Joan G. Knoche, Gerrit Schipper, Frank B. Sessa, Hazel Westby, Joseph H. Young; **Northern Michigan College of Education**, Walter H. Schaefer, Martha A. Starr; **Western Michigan College of Education**, Orie I. Frederick, Paul B. Horton, Alice L. LeFevre, Charles A. Smith; **Michigan State College**, Harry C. Beaman, Jr., Maxine A. Eyestone, Harold Hart, Edward C. Long, William H. Loughran, Robert R. Mallory, E. Alwin Parker, William A. Peterson, John H. Woodburn; **Michigan State Normal College**, Virginia A. Cooper, Donald M. Currie; **University of Michigan**, Paul R. Bryan, Marvin Felheim, Sidney Fine, Edward J. Furst, C. Ferrel Heady, Jr., Donald L. Hill, Glen L. Kolb, Wilbert J. McKeachie, William R. Steinhoff, Robert E. Ward; **Middlebury College**, Jean Berger, Kathryn A. Caughran, Viola L. Diebold, Fernand L. Marty, Henry B. Prickitt, Baird W. Whitlock; **Minnesota State Teachers College (St. Cloud)**, Charlotte Curran; **Minnesota State Teachers College (Winona)**, Harold M. Anderson, James M. Becker, Ralph A. Behling, Kathryn Dunlay, Leslie Gage, John Gunderson, Lillian E. Hammer, Grace Hiler, Virginia Richter, Margery Robinson, Ray J. Scarborough; **University of Minnesota**, Jan O. M. Broek, Joseph Carpentieri, Joseph W. Miller, Josephine L. Rollins, Esther E. Shuler, Elmer L. Thomas, Paul R. Wendt; **University of Minnesota (Duluth Branch)**, Leonard B. Wheat; **College Misericordia**, Agnes C. Loughlin; **University of Mississippi**, John E. Phay; **Missouri School of Mines and Metallurgy**, Paul G. Herold; **Northeast Missouri State Teachers College**,

Otho L. Barnett, John D. Black; **University of Missouri**, Donald B. Clark, Fern W. Smith, Beryl W. Sprinkel; **Montana State University**, Harry F. Adams, Eugene Andrie, Robert P. Armstrong, James L. Athearn, Harlan G. Bower, Paul E. Bruns, Nan C. Carpenter, Linus J. Carleton, Herbert M. Carson, Eugene K. Chamberlin, Edward Chinske, George P. Dahlberg, James E. Dew, Jane P. Duffalo, Leslie A. Fiedler, Harold D. Fleming, Benjamin R. Frost, Edmund E. Jeffers, Roy Mikalsen, Kenneth E. Moore, Theodore H. Shoemaker, Agnes L. Stoodley, Leland M. Yates; **Montgomery Junior College**, William Cohen, Emery Fast, William L. Fox, Sadie A. Higgins, Allen H. Jones, Freda D. Malone, Bernice F. Pierson, Julien A. Ripley, Jr.; **Morehead State College**, Willard A. Ballou; **Morgan State College**, Marc M. Moreland; **Morningside College**, LeRoy B. Nydegger, Sterling E. Stewart; **Morton Junior College**, Robert J. Burke, George L. Royce, Harold J. White; **Mount Holyoke College**, David Hawley, Nadine Shepardson; **Mount Union College**, Robert E. Bader, John B. Bennett, Robert Y. Fluno, Robert O. Juergens, R. Craig Rover.

Nebraska State Teachers College (Wayne), Laura Franklin, **University of Nebraska**, Elvera R. Christiansen, Harold K. Fuller, Wesley C. Meierhenry, Claude E. Rhoad; **University of Nevada**, George A. Broten, Jack B. Grafton, Paul H. Jensen; **University of New Hampshire**, Fred E. Allen, Wilbur L. Bullock, George H. Deming, Thomas A. Jackson, Henry G. Kuivila, David F. Long, Priscilla L. Rabethge, Richard L. Small; **New Jersey State Teachers College (Montclair)**, Frederic H. Young; **Eastern New Mexico College**, William E. Baldwin, Albert A. Bettina, Joe I. Myers, Lorene R. Pope, Ernest A. Propes, E. Debs Smith, Harold I. Woolard; **New Mexico School of Mines**, Blanca Rivera; **New Mexico State College**, Manfred Fliess, Edgar R. Garrett, Arthur Kay, Delilah Manire, William O'Donnell, Sylvan Schendler, W. A. Wunsch; **New Mexico State Teachers College**, Louise L. Chapman; **University of New Mexico**, Robert C. Barnard, Lloyd R. Burley, Dorothy I. Cline, John A. Damgaard, Jr., Kurt Frederick, George M. Hocking, David Kroft, Frances McGill, James H. Miller, Gladys E. Milliken, Sherman A. Wengerd, Joseph E. Yell, Jr.; **Associated Colleges of Upper New York (Champlain College)**, Chris G. Chachis, George V. Edwards, Jr., Delwyn Hyatt; **New York Medical College**, Bertrand E. Lowenstein; **New York State College for Teachers (Buffalo)**, David A. Capiello, Norman F. Trusedale; **New York State Teachers College (Brockport)**, Clifford B. Wilson II; **New York State Teachers College (Fredonia)**, Grace S. Courson, T. Richard Patterson; **New York State Teachers College (Oswego)**, Rosalie Ihle, Leonard Stavisky, Margaret A. Trippe, Ernest G. Wise; **New York State Teachers College (Plattsburg)**, John W. McTernan; **New York University**, Maurice Baudin, William W. Brickman, E. N. Grisewood, Lawrence Karlin, Howard H. Kendler, Ruth B. Manser, Bernard Mausner, Bernard Schwartz, Robert C. Weaver; **Agricultural and Technical College of North Carolina**, Raymond G. Lloyd, Juan F. López; **North Carolina College at Durham**, Christopher C. Handy; **North Carolina State College**, Philip M. Rice; **University of North Carolina**, David

G. Frey, Norman W. Mattis, Joseph L. Morrison; **North Dakota Agricultural College**, Margaret Bolin, Robert N. Faiman, Cecil B. Haver, William R. Olsen, Willard D. Pye, Joseph H. Schultz, Mervin A. Tuntland, Robert K. Wattson, Jr.; **North Dakota State Teachers College (Minot)**, Ralph G. Aronstam, Ruben O. Gjerde; **University of North Dakota**, Harry J. Christofers; **Northwestern University**, Dascomb R. Forbush, Don Geiger.

Occidental College, Benjamin H. Culley, Norman W. Freestone, Paul B. Johnson, John W. McMenamin, Richard H. Swift, Carl F. Trieb, Ingram P. Walters; **Ohio State University**, Marvin Fox, Julian B. Rotter, A. Wayne Wonderley, Claude-Starr Wright; **Ohio University**, Eric Thompson; **Ohio Wesleyan University**, Thomas W. Hundermark, William Kosinar, Robert E. Shanklin; **Oklahoma Agricultural and Mechanical College**, Guy R. Donnell; **Southeastern State College of Oklahoma**, George A. Young; **University of Oklahoma**, John N. Alley, Robert E. Bell, Jean Brown, W. Albert Catenaro, Melvin E. Griffith, Lucile C. La Salle, James M. Murphy, William T. Penfound, Lawrence Poston, Jr., Richard Prasch, Blanche Ratliff, E. Blanche Sommers, Ruth Spalding; **University of Omaha**, Robert E. Andrews, C. Loyd Shubert; **Southern Oregon College of Education**, John D. McAulay, Breen Ratterman, Theodore G. Schopf, Frances E. Silver; **Oregon State College**, Paul E. Bernier, Edouard Bourbousson, Lawrence D. Coolidge, Dorothy B. Fox, Paul J. Gunn, C. N. Harris, Harold M. Livingston, Charles H. Martin, William A. Nail, Harry K. Phinney, C. V. Plath, Ernest N. Sandgren, Jocelyn A. Skinner, George Ulnic; **University of Oregon**, Vaughn S. Albertson.

Pennsylvania College for Women, Marilyn K. Rigby, Mary M. Roberts, James S. Storey; **Pennsylvania State College**, Irene Berg, Jessie Bernard, Enid L. Bever, Paul W. Bixby, Margaret E. Campbell, Howard L. Carnahan, Lee E. Corter, David L. Cowell, Harold U. Crouse, Frank T. Dietz, Norman M. Eberly, Mae I. Fauth, Henry R. Fortmann, Abraham H. J. Goodman, Joseph H. Grosslight, Lester Guest, Oscar A. Haac, Charles B. Haentze, Ronald C. Hoskinson, Floyd A. Hummel, Raymond D. Kennedy, Dagobert de Levie, Anthony S. Luchek, J. Lupton Mecartney, James F. Penney, Peter B. Pfahl, Stephen M. Raleigh, Neal Riemer, Waldemar A. Scheyer, Leonard Y. Shakt, Charles W. Stickler, Jr., Ruth M. Stinemeyer, Richard G. Stoner, Deno G. Thevaos; **Pennsylvania State College (Swarthmore)**, Gordon W. Couchman, Walter L. Ferree, Floyd Gahman, John H. E. Slater; **Pennsylvania State Teachers College (Bloomsburg)**, John A. Hoch; **Pennsylvania State Teachers College (East Stroudsburg)**, J. Leroy Bailey, George J. Bergman, Lily Dale, Simeon L. Guterman, Kurt Wimer; **Pennsylvania State Teachers College (Indiana)**, Fred D. Berkebile; **Pennsylvania State Teachers College (Kutztown)**, Horace F. Heilman; **Pennsylvania State Teachers College (Millersville)**, Louis G. Jennings, James E. Koken, Josef C. Krasley, George E. Leffingwell; **Pennsylvania State Teachers College (Shippensburg)**, Charles F. Belows, J. Bernard Hogg, Norman E. King, Harold O. Kramer, George W. Reisinger, Erma K. Rolar; **University of Pennsylvania**, Ralph B. Allen; **University of Pittsburgh**, Bernard H. Friedman, Grace F. Marcus, Maurice

J. Thomas; **Pomona College**, William J. Newman; **University of Puerto Rico**, Juan H. Sánchez, Oscar Vélez; **Purdue University**, Nestor Bohonos, Robert L. Platzman.

Reed College, Kenneth E. Davis, Edwin N. Garlan, Arthur G. Kogan, Stanley Moore; **Rhode Island State College**, Constance L. Brine, Henry Capasso, Frederick Caro, Spencer Davis, Beverly M. Downing, Nancy C. French, Alfred L. Gadrow, Harold E. Graves, George R. Griffin, James F. Grove, Robert S. Haas, Shubel C. Haley, Ernest W. Hartung, John L. Hummer, Melvin Lindner, Rowland H. Mayor, George W. Phillips, Eleanor L. Robinson, John B. Rowell, Stanley B. Smith, Arline Tilton, Herbert Wiener, Richard D. Wood; **Ripon College**, Paul J. Aldus, John W. Graham; **Rockford College**, F. Darline Hannabass; **Rollins College**, Rudolph Fischer, Horace A. Tollefson; **Roosevelt College**, Marian A. Despres, Albert Halasi, Oswald Jonas, Esther G. Liberman; **Russell Sage College**, Jean Moe; **Rutgers University**, Joshua Barlaz, Fred G. Fender, Henry J. Frank, John J. George, Mason W. Gross, Robert N. Grosse, Hovhanness Heukelekian, Ridgeway Hoegstedt, John P. Newton, Malcolm S. Robertson, Joseph L. Slater, Andrew M. Tully, Charles Wahl; **Rutgers University (Newark Colleges)**, Morton J. Hellman, Kurt Mayer.

St. Francis Xavier College for Women, Oscar W. Perlmutter; **St. John's University**, Eugene Germino, John J. McCarrick, Louis B. Plaut, John M. Sledz; **St. Lawrence University**, Garry M. Brown, Margaret Doucoumes, Lawrence B. Hixon, Carleton P. Jones, Jr., J. Kenneth Munson, Fred J. Parrott, Myles W. Rodehaver, Freda L. Townsend, Roswell G. Townsend, Robert J. Wright; **St. Louis University**, Frederick Gormley; **St. Michael's College**, William N. Campbell, Edward J. Pfeifer; **College of St. Thomas**, John D. Asselin, Frederick E. Flynn, Julius S. Gassner, Mary M. Keefe, James C. McGraw, Franz H. Mueller, Timothy O'Keefe, Frank E. Ransom, Roman R. Sevenich, Raphael G. Thuente; **San Bernardino Valley College**, H. Duane Anderson, George F. Beattie, William F. Brenizer, Henry W. Schlag, Thurston B. Swartz, Beatrice White; **San Diego State College**, Hannah W. Ball, Fred F. Harclerod; **San Francisco State College**, Jordan Churchill, James G. Cooper III, George R. Dietz, Gertrude Luehning, Jack Patten; **San Jose State College**, H. Murray Clark, Mabel G. Crumby, Arthur C. Kelley, Paul M. Roberts; **University of Scranton**, John E. Bourne; **Colleges of the Seneca**, Olivia H. Coolidge, Lindsay Lafford, Daniel J. Petrizzi; **Seton Hall College**, Ralph F. Becker, Joseph F. X. Cunningham, Jerome E. MacDonald, Victor A. Mahoney, Paul M. Ochowski, Lawrence G. O'Connor, James J. O'Donnell; **Seton Hill College**, Josephine Ferris, Edda Hankamer, Jane D. Meyer, Shurtleff College, Mary Boyce, Paul G. Brewster, Leonie Hunter; **Simmons College**, Raymond F. Bosworth, David P. Edgell, Leonard Silk; **Skidmore College**, Arthur H. Dohlstrom; **Smith College**, Herbert A. Clark; **University of South Carolina**, Ruby M. Ott, Alfred Rawlinson, Thomas W. Stokes, William Y. Wagener; **South Dakota State College**, Gerhard J. Falk, Raymond J. Greb, Daniel E. O'Connell, William H. Richardson, William M. Rogoff, Victor

S. Webster; **University of South Dakota**, Arnold C. Anderson, William Bender, Kenneth R. Berquist, Harold N. Carlisle, Sherwood P. Cummings, Charles R. Estee, William T. Gleason, Alexander P. Hartman, Francis W. Haskell, Inez L. Hollingsworth, Irene Hunt, Robert H. King, Keith J. Nighbert, Bernard D. Perkins, Leonard A. Poth, Kenneth E. Raschke, Theodore W. Ripper, Earl B. Scott, Edwin H. Shaw, Jr., Everett W. Sterling, Francis J. Streim, Hulda Vaaler, Arthur A. Volk, Russell C. Waters, Alvin L. Wilson; **University of Southern California**, Lewis M. Headley, George W. Kalionzes, Irving R. Melbo, Laurence E. Morehouse, Carl A. Neidengard, R. Vance Presthus, Clarence K. Sandelin, James C. Warf; **Southern Methodist University**, James T. Carlyon, Ira G. Corn, Jr., Wesley C. Davis, Fred D. Gealy, Glen C. Hoskins, A. W. Martin, Willis M. Tate; **Southern University**, Gertrude C. Bazil, Harrison D. Lawless, Jr., Esther C. Toms; **Southwestern College**, Blaine B. Nolan; **Springfield College**, Edward J. Smyke; **Stanford University**, Felix Bloch, Frederick A. Fuhrman, Meyer A. Girshick, Monroe J. Hirsch, William J. Iverson; **Stout Institute**, Dwight D. Chinnock, George A. Soderberg; **Susquehanna University**, Thomas F. Armstrong, Jr., Spence T. Marks, Milton F. Stancati; **Sweet Briar College**, Abraham Kreusler; **Syracuse University**, Mary N. Alexander, George F. Anderson, Philip B. Armstrong, Charles E. Baker, John J. Barron, Martin E. Barzelay, Peter G. Bergmann, Herbert W. Berry, Sylvia G. Berry, Lipman Bers, James H. Birnie, Ruth E. Bonner, Willis R. Boss, Edna P. Brandau, Dean C. Broughton, Marjorie Burns, Harold H. Chang, David K. Cheng, James A. Close, Arthur W. Combs, Catharine E. Condon, William P. Converso, Henry F. Cooke, Gladys E. Cooper, Harold S. Corey, Burton B. Crandall, Edward W. Cundiff, Leonard Dauenhauer, Theodore C. Denise, Duane Doolittle, Helen A. Dunning, Raymond T. Entenmann, Melbourne G. Evans, William Fleming, Richard A. Frank, Ralph A. Galbraith, Irene C. Garrett, Ruth Gauger, Phyllis B. Gilmore, Harry E. Goheen, Jean L. Goodall, Martin A. Greenman, Armine Gulesserian, Oscar Harkavy, John W. Harriman, Frederick Haucke, Judith Heckelman, Robert L. Hess, Harry H. Hilberry, Morris C. Hill, Paul W. Hirseman, Marjorie K. Horton, Ramon L. Irwin, Frederic Jackson, Joan Jacobson, Dorothy L. Jirsa, Maurice Johnson, Russell F. Kaiser, Henry M. Kendall, William C. Klaila, Jr., Paul R. Klohr, Irving Korobkin, J. Curry Lamar, Earl S. Lamm, Barbara Lancey, Melvin Lax, Eric W. Lawson, Murray G. Lawson, Wilbur R. LePage, Henry Levinstein, Mary A. Lewis, Charles Loewner, Russell L. Loftus, Eleanor A. Ludwig, Charles D. Luke, Don W. Lyon, R. Jane McDonald, Mary F. McFeeters, Douglas L. Mather, Nollie B. Messer, Ralph E. Montonna, Kathryn Morgan, William O. Munroe, Maria C. Murray, Ordean G. Ness, Carroll A. Nolan, Bert H. Norem, John F. Olson, Robert F. Oxnam, C. Robert Pace, Channing Pao, Mignon Pellegrin, Igor Plusc, Merlin F. Pollock, Murray H. Protter, Ruth H. Randall, Phoebe E. Regan, J. Stuart Rich, Frederick Schweppe, Samuel Seely, Anne N. Simmons, Kurt Sitte, Robert L. Smith, James P. Soffietti, Leah A. Strong, Ralph O. Swalm, Alfred W. Swinyard, Aldrich Syverson, D. Burnham Terrell, John W. Trischka, Richard Trumbull,

George J. Vander Sluis, Abraham Veinus, Alice Weschke, Francis A. Wingate, Edmund H. Woolrych, Henry C. Youngerman, William Zelsermyer.

Taylor University, Florence M. A. Hilbish; **Temple University**, Virginia D. Austin, Nye W. Griffiths, Robert E. Reuman; **Tennessee Agricultural and Industrial State College**, Iola E. Lewis; **University of Tennessee**, William K. Baker, Joseph H. Clark, Allen H. Keally, John E. Keller, Clarence E. Kuhlman, Priscilla Lantz, Walter B. McGuffee, Robert R. Newton, Frances A. Schofield, Mahlon L. Townsend, William Way, Jr., Jack H. Wilcox, Margaret Wyman, John T. Zumbro; **Agricultural and Mechanical College of Texas**, Marvin H. Butler, Albert W. Crain, Kenneth A. Fugett, B. A. Hardaway, Richard B. Rypma, Andrew E. Salis, William E. Schenk, J. George H. Thompson; **Texas College of Arts and Industries**, Charles O. Vandervoort; **Texas College of Mines and Metallurgy**, John M. Sharp; **Texas State College for Women**, Madison L. Marshall; **East Texas State Teachers College**, Roy J. Johnson, Dean Lowman, Everett M. Shepherd; **North Texas State Teachers College**, Henry Dannelley, Carlis C. Davis, Thomas S. Harllee, Thelma R. Newman, Anna I. Powell, James J. Spurlock, Robert B. Toulouse; **Texas State University for Negroes**, James M. Gaither, Vivian W. Goodson, Bessie F. Naves, James B. Oliver; **Texas Technological College**, Earl D. Camp, F. Annette Ocker, Margret Stuart, G. Frederick Warn; **University of Texas**, Benjamin M. Bakkegard, Violet A. Earle; **University of Toledo**, Carroll E. Amos, Herman D. Bloch, Eugene W. Clehouse, Mary F. Hunter, James E. King, Charles H. Larwood, Paul F. Munger, Marian Myers, Edith Osswald, John W. Parsons, John C. Rishell, Sidney M. Robbins, George N. Webb, Kenneth A. Weller; **Tufts College**, William B. Baker, Jr., Shepard Bartnoff, Robert K. Craven, John Hicks, James R. Strawbridge; **Tulane University**, Abram Amsel, John H. Dent, Donald L. Fabian, Frank P. Gatling, Beverly Jackson, Henry H. Mamet, Dorothy Myers, Louise Nisbet, Wilson L. Taylor, Rex C. Wilder, William S. Woods; **University of Tulsa**, Clyde Blanchard, Raymon C. Ingram, Ed. H. Johnson.

Union College and University, Clare W. Graves; **United States Naval Academy**, Edward J. Goodman; **Upsala College**, Harold R. Sandberg; **University of Utah**, Adrienne Buck, Enrique C. de la Casa, Maria-Luisa G. de la Casa, Guy E. Smith, Eleanor Volberding.

Villanova College, Joseph J. Gilligan; **Virginia State College**, Roy W. Watson; **Virginia State Teachers College**, Robert T. Brumfield; **Virginia Union University**, Dorothy A. Lewis, Harry M. Linnette; **University of Virginia**, Robert K. Gooch, Gordon T. Whyburn.

Wake Forest College, Charles M. Allen, A. Lewis Aycock, Sankey L. Blanton, Dalma A. Brown, John A. Easley, Edgar E. Folk, Roland L. Gay, Hermon M. Parker, Clarence H. Patrick, Kenneth T. Raynor, Budd E. Smith; **Washburn Municipal University**, Harold E. Conrad, Everett Fetter, Sadie E. Hall, Mildred E. McKee, Ruth Parker, William F. Seigle, Esther H. Vanderlas; **Washington College**, Mary E. Massey; **Central Washington College of Education**, Wilhelm Bakke, Lewie W. Burnett, Ruth H. Windle;

Eastern Washington College of Education, Henry A. Bamman, Mable L. Pearson, T. Earl Tilley; Western Washington College of Education, Herbert R. Hearsey, James H. O'Brien; Washington and Jefferson College, Kenneth F. Wieand; State College of Washington, David D. Delafield, Emma E. Harris, John R. McHenry, Barbara A. McLaren, H. Delight Maughan, Hazel C. Murray, Marion Ownbey, Frances Sadoff, Frances S. Stiles, John R. Ulrich, Jr., Allen I. White; Washington University, Frank S. Noble; University of Washington, David H. Garber, Boris A. Jacobsohn, Abraham C. Keller, Robert J. Lampman, Reinhardt M. Rosenberg, Lyle W. Shannon, George E. Taylor; Wayne University, Donald G. Castanien, M. Frances Estep, David A. Hilton; Wellesley College, S. Orville Baker, John L. Bradley, Jan La Rue, John R. Williams; Wesleyan College, Ruby W. Lafferty, Herndon Wagers; West Virginia University, Thomas C. Campbell, David W. Northup, Donald W. Olmsted, Ruth Seligman, J. Clifford Stickney, Rebecca Wade; West Virginia Wesleyan College, Roland P. Rice; Western Reserve University, Donald E. Becker, John R. King; Westminster College (Missouri), Leif C. Dahl, Maurice B. Finch, Robert G. Hoerber, David Horton, Charles W. Steele, Henry T. Westover; Westminster College (Pennsylvania), Ann S. Jones; Whitman College, David B. Schaub, Edward G. Watson; Whittier College, Aubrey R. Bonham, Alexander De Conde, Wallace J. Newman; University of Wichita, Roland O. Byers, William E. Nagel; College of William and Mary, Barbara H. Kalif; Wisconsin State Teachers College (Milwaukee), Maxwell M. Freeman; University of Wisconsin, Constantin N. Apsouri, David F. Kahn, Robert W. McGilvery, Mark A. Stahmann; Wittenberg College, Emmett T. Bodenbergh, Paul R. Brees, Everett H. Bush, Ruth Cowdrick, Harold B. Fortney, Ruth Helsel, G. Vernon Kelley, W. Douglas Larson, Benjamin H. Pershing, Clarence K. Schultz; College of Wooster, Robert B. Grape, Edward W. Huffman, Norman Knox, Paul B. Modlish; University of Wyoming, Virginia K. van Benschoten, Merton Bowling, William H. Clohessy, William Drake, J. Thomas Field, Edwin G. Flittie, Lawrence E. Fouraker, Guy P. Franck, Agnes G. Gunderson, Charles D. Heaton, John M. Hill, George E. Hollister, Hans S. Joachim, Emil Kauder, Eugene O. Kuntz, Joseph T. Langland, Eric J. Lindahl, Robert R. McCollough, Paul O. McGrew, Dorothy L. MacMillan, John K. Mathison, William T. Mulloy, Rebecca Raulins, Joyce M. Reed, E. George Rudolph, Louis C. Rus, Robert I. Russin, Frank J. Trelease, Daniel W. Tuttle, Rebecca Vaughn, Ralph M. Wade.

Xavier University, Richard E. Tontarski.

Yale University, John P. Miller; Yankton College, Matthew Faithe.

Junior

Boston University, Donald E. Schein; University of Buffalo, Arthur L. Kaiser; University of California, Afife Sayin; University of Cincinnati, Jerome Richfield; Cornell University, James L. Brewbaker; Drew University, John M. Vayhinger; University of Hawaii, Robert H. Horwitz; Southern

Illinois University, Ruth Haddock; **Iowa State College**, Grace I. Glenn; **University of Kansas**, Verna I. Marceau; **Loyola University (Illinois)**, James H. Fleming, Donald A. O'Grady, Ann O'Reilly; **Michigan State College**, Julietta Smith; **University of Michigan**, James A. Evans, Cameron W. Meredith, Daniel E. Neville, José R. Ortiz, Carlos A. Soares, Francis R. Young; **University of New Mexico**, David DeCamp; **University of North Carolina**, Hans Freistadt; **University of Pennsylvania**, Philip L. Rizzo; **Syracuse University**, Joseph Baron, Edward H. Meyer, Margaret B. Watson; **Temple University**, Milton Chorvinsky; **University of Tennessee**, John F. Spangler; **University of Texas**, Sumner Ives; **Tulane University**, Margaret L. Cuneo; **State College of Washington**, Lester T. Brown, Margaret V. Schroeder; **Not in Accredited Institutional Connection**, Anton A. Berle (M.A., New York University), Baltimore, Maryland; Edwin M. Faust (M.A., Columbia University), Montgomery, West Virginia; Raymon C. Forston (M.A., Columbia University), Fort Worth, Texas; Ethel Frazier (Graduate Student, University of Pittsburgh), Waynesburg, Pennsylvania; George P. Freeman (M.A., Columbia University), Montgomery, West Virginia; James B. Jennings (M.A., Illinois State Normal University), Lebanon, Illinois; Sheldon Peterfreund (Ph.D., University of Pennsylvania), Boston, Massachusetts.

Members Elected

The Committee on Admission of Members announces the election of 1500 Active and 27 Junior Members as follows:

Active

Adelphi College, Evelyn A. Hanley; **University of Akron**, Earl E. Long, Helen Park; **Alabama College**, Katherine Farrah, Elizabeth Stockton; **Alabama Polytechnic Institute**, J. Douglass Hale, Henry J. Hudek, William R. Jones, Edward Lambert, David H. Malone, Barney C. Miller; **Alabama State Teachers College (Jacksonville)**, William D. Hunt, Jr., LaFayette Patterson; **University of Alabama**, Kenneth W. Coons, Willie M. Daffron, Neva A. McCall, Robert B. Oliver, Edwin C. Wright; **Alfred University**, Charles D. Buchanan, Manolo Rodriguez-Diaz, C. Kenneth Snyder; **Allegheny College**, Joseph F. Devlin, Jr., Robert M. Garbark; **American International College**, John F. Mitchell; **Arizona State College (Flagstaff)**, Arthur Adel, John G. Westover, Chester S. Williams, Eva D. Williamson; **Arizona State College (Tempe)**, Winifred E. Jensen, Virginia L. Kagy; **University of Arizona**, Fred O. Bogart, Edward L. Breazeale, Logan L. Brimhall, Ruth H. Bruner, Woodrow R. Byrum, Louise H. Chin, Jeanne A. Donovan, Wallace H. Fuller, F. T. Gibbings, Joseph Gill, Phyllis Gray, Rose A. Grundman, Benjamin M. Hazard, Robert R. Humphrey, Paul D. Hutchins, Helen C. Jackins, Donald S. Klaiss, Margie B. McCaughey, James F. Marshall, Prentiss E. Parker, Jr., Elizabeth A. Rose, Raymond E. Seltzer, Glen W. Strickler; **University of Arkansas**, Curtis L. Mason; **University of Arkansas (Medical School)**, Elvio H. Sadun.

Baldwin-Wallace College, Frederick Graves, C. John W. Luttrell; **Ball State Teachers College**, Lester E. Hewitt; **Bard College**, Glenn Chamberlain, Adolf F. Sturmthal; **Bates College**, Peter Waring; **Baylor University**, Billy J. Hinton, Esther J. Sheets, William T. Stanton; **Blackburn College**, Eliot Porter; **Boston University**, Charles O. Ahonen, Lenin A. Baler, Victor S. Best, Ernest H. Blaustein, John Brigante, Everett J. Burt, Allan K. Chalmers, W. Edgar Curtis, Sidney A. Dimond, James A. Doucette, Mildred G. Downes, Marvin B. Fast, Austin J. Freeley, Kenneth L. Heaton, Marie H. Ingram, William M. Jewell, Andrew A. Kasper, Norman Lichtin, Donald M. Maynard, William F. Perry, James L. Potter, Steven E. Schanes, Joseph A. Schlesinger, Rita Schuman, Harold M. Thewlis, Alfred F. Trout, Leon Tumarkin, Norman E. Vuilleumier, Linvill F. Watson, Henry Weinberg, Charles A. Woodbury, Jr.; **Bowling Green State University**, James R. Bashore, Jr., Robert O. Bone, Edward S. Claffin, Eileen C. Collier, R. Thelma D'Almaine, Mary L. Everly, Merle E. Flamm, Giles R. Floyd, Sue E. Gesling, Averill J. Hammer, George M. Hankey, Paul R. Harding, Jr., Milow R. Howard, Eleanor E. Hruby, Charles Lakofsky, Vivian G. McCraven, Marie C. S. McLennand, William J. McLennand, Frank L. Miesle, Owen D. Montgomery, Dorothy Otterman, Herbert Oyer; **University of British Columbia**, David C. B. Duff; **Brooklyn College**, Esther M. Conwell, Laura H. V. Kennon, William Pitt, Julius Portnoy; **Brown University**, Barnaby C. Keeney; **Bucknell University**, Thomas B. Beatty, Robert E. Beckman, Luke R. Bender, Sylvester J. Blum, Richard Blythe, Jeanne M. Chew, Francis J. Di Vesta, Harry R. Garvin, Beatrice E. González, Robert M. Jacobs, Raymond L. McIlvenna, William D. McRae, Jr., Melicent Melrose, W. Russell Miller, Carl L. Millward, Douglas Orrok, Ruth P. Rautenstrauch, John C. Reed, Ralph Rees, P. Burwell Rogers, Edgar K. Smith, Harry G. Smith, M. Phyllis Smith, Darina Tuhy, Dorothy M. Wilson, John F. Zeller III; **University of Buffalo**, Mary Anderson, Edward M. Barnet, Perry Bliss, Helen M. Bouvart, Carl W. Cloe, Alphonse J. Cukierski, Merton W. Ertell, Jean B. Feidner, C. Lloyd Francis, William M. Fritton, James W. Gargano, Richard C. Gedney, Burvil H. Glenn, Alvin W. Gouldner, Eleanor S. Hertzberg, Hazel M. Hogen, Stanley M. Holberg, Stanley C. Hollander, Henry M. Hollenstine, Jacob D. Hyman, J. Hugh Jackson, Jr., Jacob J. Kaufman, William C. King, Nicholas Kish, Jr., Carlton L. Krathwohl, Bernard P. Languasco, Will E. Mason, John T. Masterson, Dorothy McCoy, Leëta McWilliams, Sarah Mayer, David E. Morrison, Eva Mueller, Albert R. Mugel, Richard W. Naylor, William R. Owens, Albert J. Penn, Lynn O. Ramer, Joan Searles, Edward K. Smith, George J. Spears, Patricia E. Speyser, George J. Staubus, Edith Taylor, Jane N. Turner, Edward L. Wallace, Charles W. Webster, Ina W. Welmers, Alice S. Woodhull.

University of California, Kenneth B. Stoddard; **University of California (Los Angeles)**, Ruth E. Fulton; **University of California (Santa Barbara)**, James L. Walters; **Carnegie Institute of Technology**, Thomas T. Helde, Althea L. Johnson, Dale E. Strick, Margaret Zipp; **Catholic University of America**, Kenneth J. Bertrand, Marian F. McNamara, Frank E. O'Connell, Jr., Bernard

M. Peebles; **Centenary College of Louisiana**, Charles A. Hickcox, Clyde A. Self, Fariebee P. Self; **Central College (Arkansas)**, James A. Beals, Ray Gardner, Erma Gray, Marcella Johnson, J. P. Leveritt, James D. Moos, Horace Nelson, Jean Norton, Woodrow W. Phelps, Virginia Webster; **Chicago City Junior College (Wilson Branch)**, Carmel Bennoon, Lumir P. Brazda, George R. Comery, Phyllis M. Conkey, Lester H. Cook, Edna M. Feltges, Angela Frascena, Lucile Gafford, Grace Galbreath, Esther G. Gilliland, William Harber, Samuel W. Howe, Helen B. Hubbard, Sigrid M. Johnson, Jules Karlin, Marvin Laser, Ernest A. Liden, Jr., William Lindsay, Earl N. Lockard, Edward G. McMahon, Henrietta H. McMillan, William F. Madden, James G. Miller, Robert E. Olsen, Theodore G. Phillips, James W. Reilly, Clarence W. Peterson, Jordan H. Siedband, Augusta A. Swawite, Herbert J. Vogt, Horace Williston, Elva M. Wilson, Howard C. Wilson; **Chicago Teachers College**, William Card, Joseph Chada, Edward C. Colin, Ruth M. Dyrud, Ellen Frogner, Elmer A. Morrow, Marie P. Tieleman, Marie L. Tierney; **University of Chicago**, Donald F. Bond, Janice B. Brogue, Rudolf Carnap, David Easton, Fred Eggan, Edgar Friedenberg, Elmer Horvath, Paul Kircher, Avery Leiserson, Robert F. Peck, Abraham Raskin, Aaron Sayvetz, Otto Simson, Alice F. Teasdale; **University of Cincinnati**, Carl W. Hansen, Jay C. Heinlein; **The City College (New York)**, Robert D. Leiter; **Claremont Men's College**, Kalman de I. Dienes; **Clark University**, H. Earle Johnson, Werner Loewy, James A. Maxwell, Walter A. Ramsey, Heinz Werner; **Clemson Agricultural College**, A. Maynor Hardee, John D. Hromi, Herman A. Jarrell, William T. Rainey, Jr.; **Colby College**, Richard K. Kellenberger, Sidney Rosenthal, Henry O. Schmidt, Francis E. Smith; **Columbia University**, Douglas M. Scott; **Concord College**, Harry G. Shaffer, James B. Shrewsbury, Jr.; **Connecticut College**, Elisa Curtis; **Cooper Union**, Robert W. Cumberland, Johnson E. Fairchild, Frank Herman, Edward L. Ladenheim, Charles H. Lehmann, Morris E. Levenson, J. Merriam Peterson, Herbert H. Schiller, William A. Vopat; **Cornell University**, Ann L. Hadden, Morris E. Opler, Rudolf B. Schlesinger, Asahel D. Woodruff; **Culver-Stockton College**, Benjamin I. Lyon.

Dartmouth College, Chauncey N. Allen, James F. Beard, Jr., Roy P. Forster, Ray E. Keeseey, Richard B. McCornack; **University of Delaware**, Bernard Clyman, Herbert Dorn, Edward W. Grohse, Alfreds Jumikis, Erskine W. Smith, Russell W. Willey; **Denison University**, Jay D. Cook, Jr., Hazel I. Cowherd, Vernon H. Holloway; **University of Denver**, Margaret E. Hoffman, Martha W. Hosch; **De Paul University**, Louis H. Bernson, Ben B. Bombera, Wilbur E. Dyer, Beulah Hagermann, Arthur J. Lipton, Charles T. O'Reilly, Lawrence Roemer, Raymond R. Toledo; **DePauw University**, Charles Ammerman, Jr., Wallace S. Brey, Jr., Forst D. Fuller, Edith H. Huggard, Arnold J. Kuhn, Henry E. Kolbe, Helen A. Leon, Robert D. Loring, Mary L. Miller, Evalyn M. Nameth, William R. Seat, Glen Sherman, Joseph E. Simmons, Jr. Albert Singerman, Joseph H. Thomas, Rachel B. Twente, Phyllis Weyer, Alvina Wichhorst; **Dickinson College**, Arthur V. Bishop, Milton E. Flower, William D. Gould, Chester E. Jarvis, Caroline H. Kennedy, Daniel A. Zaret;

Drake University, Irving Beller, Donald L. Beran, Karl M. Bierman, William B. Bjornstad, Frederick I. Kuhns, Frances E. Merrill, Richard Nahrendorf, Lena Punelli, Wilfred G. Richards, Sidney Schmukler, Hazael G. Taylor, W. Allan Teppert, Herbert C. Van Deventer, Lester C. Walker, Jr., Gordon Winlock; **University of Dubuque**, Richard O. Comfort, Paul Grover, Arlie E. McGuire, William G. Rozeboom; **Duke University**, William C. Archie, Arthur G. Ashbrook, Jr., E. C. Bolmeier, Elvin R. Latty, Ralph E. Lewis, William Klenz, Sidney D. Markman, A. Minetta Matthews, Earl G. Mueller, Edward W. Najam, Lanier W. Pratt, Claud H. Richards, Jr.; **Duquesne University**, William J. Cavanaugh, Jr., Phillip T. McDonough.

Earlham College, Thomas Bassett, C. Joseph Compton; **Elmira College**, Harold A. Levine.

Fairmont State College, Eric Barnitz, Eleanor M. Ford, Burton L. Fryxell, Edgar N. Jaynes, Regis J. Larkin, Ruth A. Musick, Woodrow A. Potesta, Nelle E. Walters, Norbert J. Zeimes; **Findlay College**, Bernita Dreitzler; **Florida Southern College**, Robert Carter, Edward L. Flemming, Jr., Charles S. Giles; **University of Florida**, Robert S. Bolles, Norman Bourke, Robert L. Emerson, Percy W. Frazer, Byron E. Janes, Dorothy S. Laird, Darell E. McCloud, Lewis A. Poole, William L. Pritchett, Edward G. Rietz, Leonard F. Swift, Glenn Van Ness, Arthur N. Winsor; **Franklin College of Indiana**, William J. Bell, Robert L. King; **Franklin and Marshall College**, George K. Biemesderfer, Robert P. Cross, Daniel R. Crusius, Nancy Honaman, Ellwood C. Hurford, Richard T. Jameson, Perry Le Fevre, John H. Moss, Edward N. Squire, Donald W. Western; **Fresno State College**, Ralph R. Gurley.

Georgia Institute of Technology, James C. Brooks, Donald W. Fraser, John B. Moore, Irwin E. Perlin; **University of Georgia**, Ira E. Aaron, Eugene W. Griner, George S. Petras, Glenn W. Sutton; **Goucher College**, Virginia G. Canfield, James S. Cunningham; **Green Mountain Junior College**, Lois J. Denny; **Grinnell College**, Joseph F. Wall.

Hamilton College, John B. van Alstyne, David T. Wilder; **Hamline University**, Alwyn Holst; **Harris Teachers College**, Carl A. Brummett, Daphrene K. Gray, Marguerite B. Johnston, David Reiss; **Haverford College**, Holland Hunter; **University of Hawaii**, Harry Zeitlin; **Hofstra College**, Joseph G. Astman, Georgia S. Dunbar, Richard Hobson; **Hollins College**, Marguerite D. Gordon; **Hood College**, Nellie K. Blocher, Roberta Cunningham, C. Sybil Fonda, Virginia E. Lewis, Elizabeth E. Powelson, William Sprigg; **Hunter College**, Leonard T. Conway, Hazel Van D. Roberts.

Northern Idaho College of Education, Leslie E. Hartley; **Idaho State College**, Herbert L. Steele; **Illinois College**, Arthur E. Hallerberg; **Illinois Institute of Technology**, Samuel Straus; **Western Illinois State College**, Richard S. Hampleman; **Illinois State Normal University**, Viola Boekelheide, Zora Cernich, Helen Chiles, De Verne H. Dalluge, Frances L. Damm, Lorle Dean, Victor E. Gimmestad, James F. Goff, Helen E. Marshall, J. Louis Martens, Edna M. Norskog, Margaret Parret, Gertrude A. Plotnicky, Vermell Wise; **Southern Illinois University**, Dorothy E. Heicke, Bruce W. Merwin, Robert

E. Mueller, Charles Paterson, Patricia Stahlheber; **University of Illinois**, George P. Deyoe, Mary O. Goff, Maria Z. Krzywoblocki; **University of Illinois (Galesburg)**, Nathan Altschuler, Don W. Arnold, Leone Cockerell, Frank Costin, Kathryn Graham; **University of Illinois (Navy Pier)**, Frances McC. Goulson, Marie E. Lein, Grace M. Nolan, Cecil Schwartz; **Indiana State Teachers College**, Vivien Bard, James W. Barnes, Ruthann Harrison, W. David Koile, Gertrude Meyer; **Iowa State College**, Stephen J. Chamberlin, Arthur W. Davis, Edward H. Ohlsen, Jane Saddler, Edward Wegener; **Iowa State Teachers College**, Irving F. Ahlquist, Wallace L. Anderson, Robbie Lou Ashworth, Rebecca Baker, Randall R. Bebb, Richard Bergstrom, Emil Bock, Mary L. Bouldin, Richard R. Braddock, Louis Bultena, Lola M. Burford, Willard E. Burke, Edmund D. Crosby, John E. Dahl, Dorothy DeWitt, Izetta Frahm, Glenadine Gibb, Louise Goble, Harry G. Guillaume, William P. Happ, Jr., Corinne D. Harper, Paul E. Harrison, Jr., Frank C. Hartwell, Bernice Helff, Elsie V. Holliday, Paul C. Kelso, David E. Kennedy, Lothar D. Krueger, Robert Lankton, Thomas J. Larkin, Elaine McDavitt, Edwin J. Maurer, Alfred C. Moon, Harold G. Palmer, Cecil K. Phillips, Lela M. Ping, Oscar E. Reece, Lahron H. Schenke, Phebe Scott, Herbert M. Silvey, Josephine Simonson, Clyde L. Starbeck, Myrtle M. Stone, Oscar E. Thompson, Morla M. Timberlake, Howard Vander Beek, Grace Van Ness, Doris E. White; **State University of Iowa**, Harry Ainsworth, David A. Armbruster, Arthur L. Benton, John M. Bradbury, George T. Bresnahan, Walter R. Brown, Byron Burford, David W. Day, Thomas Farrell, Jr., Philip L. Gerber, Robert Harlow, George T. Harris, P. W. Herrick, Richard B. Hervig, Louis L. Irwin, Donald D. Klotz, Nadine F. Knowlton, James B. Ludtke, Ward J. McDowell, Frank W. Malewski, Gilbert P. Maynard, Roberte Monnard, Vincent Nowlis, Arnold L. Oehlsen, Alan N. Polasky, Kenneth D. Raak, Kathryn Rose, John C. Simms, Richard C. Sittler, Daniel L. Sweeney, Guy W. Trump, Donald A. Watson, Rolland F. Williams, Elsworth P. Woods; **Iowa Wesleyan College**, John R. Kapp, Morris J. Morgan, Joseph S. Pennepacker.

James Millikin University, Ruth L. Anderson, Frank M. Flack, Ralph E. Lancaster, Howard D. Rice, Dorothy C. Schlieper; **John B. Stetson University**, Henlee H. Barnette, Randolph L. Carter, Carl H. Johnson, John C. Park, Stewart D. Riddles, Ray V. Sowers, Frances C. Thornton, Lawrence O. Vickers.

Kansas State College, Robert S. Wilson; **Kansas State Teachers College (Pittsburg)**, Ruth R. Fleischaker; **University of Kansas**, Allie M. Conger, Barbara M. Craig, Louella M. Foster, Jesse E. Gamber, Marcus E. Hahn, J. Chalmers Herman, Marian Jersild, Donald I. Kane, Mary H. Lewis, Ronald W. McGregor, Ruth McNeilly, Lee Meyerson, Wiley S. Mitchell, Alice J. Moomaw, Jean Saffell, Harold R. Schroeder, Humberto Trujillo, Lilyan G. Warner, Irene Watkins, Chai Yeh; **Kent State University**, Byron B. Dressler, Ralph W. Frank, Robert Kent, Margaret Stopher; **University of Kentucky**, Thomas A. Rusch; **Kenyon College**, William L. Copithorne, J. Edward Harvey, Charles J. Smith, H. Landon Warner; **Keuka College**, Alice S. Tirrell; **Kirksville College of Osteopathy and Surgery**, Herman T. Still; **Knox College**,

Evelyn Bielefeldt, Adolph Koss, W. C. Breckenridge Lambert, Andrew O. Lindstrum, Jr.

Lake Forest College, Barbara J. Calmer; **La Salle College**, Donald N. Barrett, Joseph F. McCloskey; **Lawrence College**, Relis B. Brown; **Lebanon Valley College**, Robert L. Erickson, Ralph S. Shay; **Lewis and Clark College**, Freeda O. Hartzfeld, Alfred R. Hedrick, Richard R. Morgan, Helen Naundorf; **Lincoln University (Missouri)**, Charlia C. Green, Charles M. Hoard, James H. Seeney; **Lincoln University (Pennsylvania)**, Waters E. Turpin; **Lindenwood College**, Manson M. Brien, Anita B. Croft; **Northwestern State College of Louisiana**, George C. Gundlach, Jr., F. LaFaye Stinchcombe; **Louisiana Polytechnic Institute**, Paul K. Smith; **Louisiana State University**, Andrew J. Eaton, Frank J. Price, Lewis P. Simpson; **University of Louisville**, Paul F. Angiolillo, Rue L. Beale, Ray H. Bixler, Albert L. Boiter, J. William Cundiff, Roger Dreyfuss, Chester A. Garrison, Marian R. Hall, Sue M. Hall, Alphonse S. Hunnicutt, Raymond A. Kemper, Albert J. Latham, Dolores L. McDonald, Ralph Nash, Cassie A. Redden, Estelle Volin, George Zabriskie; **Loyola University (Illinois)**, Lois E. A. Byrns, Robert E. Carmody, Catherine Denning, Kenneth B. Haas, Margaret C. Haley, Eugene J. O'Sullivan, Jr., James S. Thale.

Manhattan College, Robert M. Dell, Vincent R. Larkin, George J. Marchesi, Jr.; **Marquette University**, Guido L. Scheffer; **Marshall College**, N. Bayard Green, Charles P. Harper; **Marygrove College**, Sister M. Amadeus; **Western Maryland College**, Charles G. DuBose, Evelyn W. Wenner; **Maryland State Teachers College (Towson)**, Marius H. Livingston, John W. McCleary, Margaret J. McKibben; **University of Maryland**, Benjamin F. Allen, John H. Applegarth, Edward S. Barber, Werner A. Baum, Jack L. Baxter, Walter R. Beam, Joseph H. Bilbrey, Jr., Nelson A. Brigham, J. Allan Cook, John Cournyn, Jane H. Crow, Fremont Davis, David A. Field, John Flodin, David M. Gruber, Joseph A. Guard, Thomas M. Harwell, Jr., Leah Houser, Louis Hutto, Harry K. Iwamoto, Arthur E. Karinen, Vernon E. Krah, Amihud Kramer, William E. Krouse, Richard Lowitt, Robert F. Luce, David B. McCalmont, Thomas F. McHugh, Dorothy G. Madden, Charles P. Martin, Ruth Musser, Jeanne H. Palmer, Henry W. Price, Jr., Harry M. Robinson, Jr., William B. Seligmann, Cabell Shull, Isadore A. Siegel, Frank L. Sievers, Joseph S. Smatko, Catherine Snell, Barbara H. Stevenson, Glendon Swarthout, Charles T. Sweeney, John K. Sylvester, Joseph Weber, Presley A. Wedding, Thomas T. Witkowski, Millicent L. Yamin; **Meharry Medical College**, Karl H. Henry; **Meredith College**, Harry E. Cooper, Lillian P. Wallace; **University of Miami**, John H. Brittan, Rollin Miller, J. Joubert Wilder; **Northern Michigan College of Education**, Lucian F. Hunt; **Western Michigan College of Education**, Robert Friedmann, Lorena M. Gary, Chester L. Hunt, Judson A. Hyames, Anna E. Lindblom, Carl Santoro, Russell H. Seibert, Charles R. Starring, Ruth G. Van Horn; **Michigan College of Mining and Technology**, Paul V. Anderson, Arthur B. Boggs; **Michigan State College**, Clarence J. Beauchamp, Eleanor R. Clauss, Mary H. Goff, Arthur W. Heil-

man, Nelson E. Jones, Lawrence H. Kahn, Frederick W. Maguire, Josephine Martin, Albert I. Rabin, Elinor E. Roth, Carl L. Shermer, Sanford H. Stone, Mary B. Strickland, Robert L. Wright; **Michigan State Normal College**, Notley S. Maddox; **University of Michigan**, Eleanor G. Craneheld, Leanore V. Gottfried; **Middlebury College**, D. Donald Fraser; **Milwaukee-Downer College**, Frances Weisbecker; **University of Minnesota**, H. Harvard Arnason, Harrison G. Gough, Mark A. Graubard, Alfred de Grazia, Fabian Gudas, Tinsley Helton, Frederic J. Kottke, Herbert McClosky, Kenneth MacCorquodale, John M. MacGregor, William E. Martin, Kyle R. Morris, Arthur Nafatalin, Alfred O. C. Nier, John Rood; **University of Minnesota (Duluth Branch)**, Margaret J. Banks, George S. Bergh, Elsie M. Chell, Emmett Davidson, John A. Dettmann, Joseph S. Gerlach, Ruth E. Green, Dorothy Grinden, Howard G. Hanson, Rose Mary Harmeier, Thomas H. Ige, Ray Isenbarger, Harry W. Johnson II, Thelma L. Johnson, Frank J. Kovach, Stanley B. Kearl, Marie A. Linck, Clarence B. Lindquist, Mildred McCaughey, William R. McEwen, Elmer P. Magnell, R. Dale Miller, Moses Passer, Lloyd W. Peterson, William A. Porter, Betts A. Roth, Mildred P. Steiner, Fred J. Triplett, Gus Turbeville, John E. Verrill, Gordon O. Voss, Ward M. Wells; **Mississippi Southern College**, Hewitt B. Vinnedge; **University of Mississippi**, Lauchlin D. MacDonald; **Central Missouri State College**, Louretta K. Smith; **University of Missouri**, Grace A. Boehner, Morris N. Green; **Montana State College**, Maurice E. Brookhart, A. Raymond Jordan, Maurice M. Kelso, E. Wayne Marjarum, Kurt Rothschild, G. Fred Weber, Earl H. Wilson; **Montana State University**, Robert P. Struckman, Melvin C. Wren; **Morningside College**, Rodney E. Black; **Morton Junior College**, Lee I. Rankin; **Mount Holyoke College**, Grace E. Bates, Harrison Potter, Frederick C. Sell, Barbara C. Stiles, Delight Tolles; **Mount Union College**, Paul D. Newland.

National College of Education, Ruth S. Ferguson, Mary E. Reddin; **University of Nevada**, Paul W. Brewer, Maurice R. Demers, Michael Graban, Frank Hinman, James M. Hoyt, Verner E. Scott; **University of New Hampshire**, Nicholas F. Colovos, Allan A. Kuusisto, Charlotte G. Nast; **New Mexico Highlands University**, Roger L. Slocum; **New Mexico State College**, James S. Arnold, Beatrice L. Bonine, Charles M. Dieffenbach, Richard C. Dobson, Fred S. Hanson, Kennett G. Melgaard, Christopher Noble, V. Mitchell Smith, Jr., Lealand D. Stier, Annemarie B. Tyre; **University of New Mexico**, J. E. Jackson Harris, Kenneth Lash, Virginia B. Sloan, Charles B. Thompson; **Associated Colleges of Upper New York (Champlain College)**, Paul Amann, George A. Bell, Alfred Berman, Rexford Bolling, Glenn S. Burrell, Jerome Burt, Patrick J. Carolan, Thomas A. Castellano, Denton W. Elliott, Robert Gelman, Robert H. Gould, Sidney S. Harcave, Laura M. Kingsbury, Charles B. Kinney, Jr., David Kotler, Kenneth R. Lagerstedt, Ralph I. Leader, Charles S. Pearson, Jesse E. Roth, Jr., Milton Schwebel, Ernest F. Stevenson, Randall E. Stratton, Louis A. Weinland, Conway S. Williams, William R. Winsor, Albert G. Wootton; **New York State College for Teachers (Albany)**, Frank G. Carrino, James E. Cochrane, Frances L. Colby, Stewart Denslow.

William B. Fink, Howard H. Flierl, Theodore H. Fossieck, Kenneth Frasure, Randolph Gardner, Mary E. Grenander, Merlin W. Hathaway, Raymond R. Howard, Arthur P. Jones, Joseph Leese, Paul C. Lemon, Elmer C. Mathews, Richard W. Montgomery, Edwin C. Munro, J. Roy Newton, Milton C. Olson, A. Harry Passow, Clinton J. Roberts, Gerald W. Snyder, John R. Tibbetts, Frederic A. Weed, Lois V. Williams; **New York State College for Teachers (Buffalo)**, Arlene D. Adams, June Bosworth, Anna P. Burrell, Edmund A. Brown, Rudolph J. Cherkauer, Gladys N. Clark, Mary Cochnower, Mildred Concannon, Dorothy J. Fedigan, Doris Hippler, Margaret Hockin, Julius J. Hubler, Marianna Irwin, Lorraine A. Lange, Ellsworth Russell, Carl W. Stamp, Josephine Stueber, George Swenson, David H. Thielking, Grace A. Warner; **New York State Teachers College (Brockport)**, Lloyd Clum; **New York State Teachers College (Fredonia)**, William Chazanof, Dorothy B. Duke, Edna M. Echelberger, Ruth E. Hofer, Raymond G. Kenyon, M. Frances Manlove, Agnes I. Michaels, Barbara Ryan, Warren J. Tarrant, Georgiana J. von Tornow, William C. Willett; **New York University**, Leonard Finlan, Louis J. Steinfelder; **North Dakota Agricultural College**, Ernest G. Anderson, Beth Doeringsfeld, Harry Finkelstein, M. Starr Hacker, Mildred Hawkins, William W. Sisler, Jean B. Stange, Dimitri R. Stein, Ernest Stennes, Dale Woods; **North Dakota School of Forestry**, Thomas M. Street; **University of North Dakota**, Alta R. Gault; **Northwestern University**, Frank B. Cookson, Arran Parsons, Rollin B. Posey, Frederick Williams; **University of Notre Dame**, James K. Binder, Charles A. Biondo, Gerard M. Brannon, Edward A. Coomes, Elie Denissoff, David L. Falkoff, Donald Gideon, Selby Hanssen, John N. Hritzu, Herbert Johnston, John J. Kane, Clarence J. Kline, Walter C. Miller, John J. Morrison, Hugh P. O'Brien, Richard Otter, Raymond F. Pelissier, Alberto Pescetto, Pasquale Pirchio, Alfred L. Scanlon, Richard J. Thompson.

Oberlin College, John C. Lapp; **Ohio State University**, John H. McDowell, Virginia S. Sanderson, Edward Shulman; **Northwestern State College of Oklahoma**, Rhoda Austin, Ophelia Beard, Florence Ledford, Inez Patterson; **Southeastern State College of Oklahoma**, John Hunziker; **University of Oklahoma**, Frieda D. Bambas, Gail Boyd, Richard Brightwell, Jacob M. Cooper-smith, Donald H. Dietrich, Edward H. Easley, Erich Eichholz, Lowell D. Gregory, James G. Harlow, Donald A. Harrington, E. Harold Hinman, Margaret Kennedy, Gus C. Lease, R. Dewey McKnelly, Jane W. Malin, Jasper T. Matthews, Jr., James Z. Millian, Elaine Mjoset, Spencer H. Norton, Ruth G. Snoddy, E. Keith Wallingford, Alice E. Wise; **University of Omaha**, William H. Durand, V. J. Kennedy, George M. Rayburn; **University of Oregon**, Gordon Wright.

Pacific Lutheran College, Magnus Nodtvedt, Herbert R. Ranson, Harold G. Ronning; **Pacific University**, Louise Campbell, Esther Jepson, J. Herman Swartz; **Pennsylvania State College**, Hazel G. Hart, Melville Hopkins, Charles L. Hosler, Jr., Frederick R. Matson, Earle E. Muschlitz, Carl D. Nuebling, Robert M. Pockrass, Francis A. C. Sevier, David G. White, Raymond E. Zimmerman; **University of Pennsylvania**, Walter Brooks, Frederick C. Gruber,

Herbert Jehle, Julian Johnson; **Pomona College**, Gordon C. Lee; **Purdue University**, Jackson M. Anderson, Ruth Austin, Margaret E. Beeman, Jane Ganfield, Carey K. Ganong, Emmet F. Hitch, Luther W. Thomas, William E. Truce, Homer G. Wood.

Queens College (New York), William J. E. Crissy, Jon Eisenson, John Goheen, Dorothy Gray, Konrad Gries, Joseph C. Landis, Koppel S. Pinson, Lee R. Steiner, J. Sherwood Weber.

Randolph-Macon Woman's College, Audrey M. Shuey; **Rensselaer Polytechnic Institute**, Alfred W. Jones; **Ripon College**, Margaret M. Lay, Barbara J. Rasmussen, Milton H. Westhagen; **Rockford College**, Roberta E. Presnell, Harriet L. Rheingold; **Rollins College**, Ralph Huntley; **Roosevelt College**, Dolores Gruen, Charles W. Meister, Norman M. Wallack; **Rose Polytechnic Institute**, Charles E. Kircher, Jr., Ralph M. Ross; **Russell Sage College**, Ruth L. Healey, Alice F. Higham, Stanley P. Hull, Marion Munzer, Christine Spraker, Celeste R. Watson; **Rutgers University (Newark Colleges)**, Richard A. Alcock, Morris J. Gottlieb, Michael Lione, Irving F. Luscombe, Emerson R. Marks, Lea H. Spring, Bailey K. Young.

St. John's University, William E. Gunderson, Ralph V. Lucano, Gerard P. Ohlert, Blaise J. Oplente, Donald J. Sehl, Thomas J. Tracy, Leo D. Volansky, Sidney Weintraub; **St. Joseph's College for Women**, Spencer J. Hayden; **St. Lawrence University**, William L. Thompson; **College of St. Thomas**, Donald D. Adee, Wilfred J. Berg, Cornelius A. McNamara, Michael J. Norris; **San Diego State College**, Donald E. Baum, William S. Bruner, Neil J. Harrington, David Hellyer, Lionel Joseph, Charles W. Lamden, Dudley A. Preston, Lionel U. Ridout, Hamilton L. Stone, James N. Tidwell, Ernest M. Wolf; **City College of San Francisco**, Brigitta E. Koerting; **Seton Hall College**, Irving Alpert, James E. Bunce, Rocco C. Pellicone; **Sioux Falls College**, Leslie E. Davis, Florence J. Griffis, Earl F. Hodges, David K. Kline, George F. Robinson, Frank R. Weaver; **University of South Carolina**, Berdie Ella J. Buffkin, Georgia M. Fairey, Ruth E. Morse, Catharine Rembert; **South Dakota State College**, Elmer R. Johnson; **University of Southern California**, Carrol M. Beeson, Ronald F. Brown, Lillian E. Chabala, Frank J. Clark, Robert B. Cross, Ivy M. Goade, Homer H. Grant, Jr., Dorothy A. Graves, Joseph J. Johnston, Ralph W. Johnstone, Elizabeth H. Jones, Estella Katzenellenbogen, Charles C. Keener, Franc A. Landee, Frank M. Lassman, J. Ralph Meigs, Fred W. Morris, Jr., Charles Nagel, John W. Reith, George Watson, Charles L. Webber; **Southern Methodist University**, Sam H. Brock, Jr., Eva A. Freeman, Whitney R. Harris, John P. McKinsey, Clyde L. Manschreck; **Southern University**, Evna N. Ellington; **Stanford University**, C. Langdon White; **Stephen F. Austin State Teachers College**, Ruby L. Bevill, Maurice W. Cecil; **Stout Institute**, Herbert A. Anderson, Corydon L. Rich; **Sul Ross State Teachers College**, Lutie Britt; **Sweet Briar College**, Edgar J. Fisher, Helen K. Haughton, Gerhard Masur, Elisabeth F. Möller, Anna C. Pitts, Lucile Umbreit; **Syracuse University**, Gertrude Armijo, Dorothy E. Hubbard, James R. F. Kent, Jacob Oser, George N. Page, Franklin A. Petrasek, Richard

R. Schulz, Martin B. Travis, Jr., Herbert Wachsmann, Kenneth T. Waldo, Gerald W. Walsh, Jr., Herbert G. Whitehead.

Temple University, Richard P. Boudreau, Charles W. Hoffman, Rosella James, Mark O. Kistler; University of Tennessee, Hazel M. Lambert, George P. Mueller; Agricultural and Mechanical College of Texas, A. V. Brewer, Lynn H. Grasshoff, Edwin S. Holdredge, John Merkle, Clifford M. Simmang, Alton W. Sissom; Texas College, J. Nathaniel Nelum; Texas College of Arts and Industries, Faye Bible, Everett A. Gillis, F. B. Wines, Chase S. Winfrey; Texas College of Mines and Metallurgy, Mary Lee Abat, Gretchen R. Gabriel, William F. Webb; Texas Lutheran College, Gertrude E. Stein; Texas State College for Women, Angeline Aderhold, Margaret E. Barfield, Edith M. Brisac, Richard C. von Ende, George H. Finck, Agnes Grych, Viola C. Hamilton, Wilfred S. Higgins, Ruth M. Johns, Irvin L. Lynn, Martha Mitchell, Margaret P. Randolph, Hazel A. Richardson, Kennon H. Shank, Mildred Swann, Mary D. Taylor; East Texas State Teachers College, Emma Creagh; North Texas State Teachers College, Ann Alford, Vernon L. Armstrong, Dorothy Babb, E. Rose Bailey, George C. Beamer, Olna O. Boaz, Ann G. Bradley, Garland R. Brookshear, Leon F. Brown, Mary M. Carden, Virginia Clarke, L. Millard Collins, J. V. Cooke, O. J. Curry, Billy R. Darnell, Virgean E. Estes, Hiram J. Friedsam, Harrell E. Garrison, Dorothy J. Greer, Margaret M. Grubb, F. Sidney Hamilton, Edwin D. Haynes, Beverly E. Hess, Tom B. Hyder, Jack V. Johnson, June Kelsay, Norma Layton, Clara F. Loewenstein, James B. McBryde, Frank A. McKinley, Idie McLain, Clair G. Maple, Robert L. Marquis, Jr., Robert A. Miller, Homer E. Money, Thomas W. Moon, Byron L. Newton, William H. Nunn, Myrtice Nygaard, Mary G. Perry, Joe R. Peters, Annabelle Pritchard, Paul M. Rilling, Ira C. Roberts, Martin E. Rooney, Norma W. Sanders, Arthur P. Schoep, H. G. Shepard, Owen T. Shipp, Jr., Eva B. Stapleton, Nelson G. Sullivan, Erle Veatch, Lola B. L. Weaver, Melvin M. Webber, Charles C. Williams, A. H. Word, Helen Wright, L. Opal Wright, Carl T. York; Texas State University for Negroes, Willie B. Campbell, H. I. Fontellio-Nanton, Alma S. Graham, Harriett E. Hale, Eugene S. Richards, Harry J. Vander III, Lloyd L. Woods; Texas Technological College, Byron R. Abernethy, Fern Alfrey, Lotus B. Blackwell, Cureton Harris, Mary B. Holland, Jefferson M. Hooper, Philip Johnson, L. G. Kammerdiener, Archie L. Leonard, Donald McDonald, Lillian E. McGlothlin, H. L. Mathews, Marie Miles, William D. Moore, Bob Parker, Richard M. Sheehan, Agnes A. True, Kirk B. Turner, Ida S. Vernon, William E. Whittington, Jr., Juddie J. Willingham; University of Toledo, William A. Crane, Homer R. Dunathan; Tufts College, Otto von Mering, Charles E. Messer, Margaret W. Raben, Allen M. Sievers, Elizabeth A. Weiant; Tulane University of Louisiana, William J. Smither; University of Tulsa, A. Donald Davies, Pauline Drawver, Henry W. Sageser.

Union College and University, James W. Morley, Samuel S. Stratton, Robert H. Vought; United States Naval Postgraduate School, Brooks J. Lockhart; Upsala College, Hayden H. Colby, George R. Gordon, Karl G. Pearson, Paul F.

Saagpak; **University of Utah**, Raymond E. Gilbert, J. Vern Hales, John D. Spikes.

Virginia Polytechnic Institute, George C. Barnes, Jr., Edwin L. Cox, Berkeley S. Gillespie, Jr., Edward A. Hancock, Loren E. Hancuff, Edwin P. Johnson, Charles M. Kincaid, Michael S. Kipps, Robert C. Moore, Aneurin V. Morris, William W. Moschler, Thomas M. Starling, Jack V. Thomas; **Virginia Union University**, Clinton F. Oliver.

Wabash College, William G. Gambill, Jr.; **Washburn Municipal University**, Lelia M. Barber, Catherine Conard, Helen Deel, Rowena R. Dickey, Florence L. Harold, Helen M. Hocker, Burleigh Reed, George W. Robinson, Mattie E. Ross; **Central Washington College of Education**, Barbara J. Adam, Mary O. Bowman, Stephen G. Hobson, Hjalmar O. Lokensgard, Roy P. Ludtke, Mary E. Mathewson, Gilbert Spector, Isabel Tullis; **Eastern Washington College of Education**, Florrie Wilson; **Western Washington College of Education**, Maurice F. Freehill; **Washington and Jefferson College**, Warren C. Bray, Anthony C. DeBellis, Joseph Doyle, John Enman, Guy E. Horsley, Jr., Nathaniel Jackendoff, Richard A. Jewell, Willis L. Kennedy, Howard C. Long, Jackson T. Main, William G. Meader, Jr., Robert B. Miller, George Osterman, James B. Shahan, Ellis M. Sprague; **State College of Washington**, Antoinette Arnold, Herbert E. Arntson, Wallis Beasley, Norville N. Downie, Dorothy L. Dunn, David Ehrenfreund, Alexander Evanoff, George Fisk, William J. Hyde, Harry H. Irwin, Arthur A. Kennedy, Jr., Mary J. Kientzle, F. Dudley Klopfer, Celia E. Klotz, Robert B. Knox, John D. Lillywhite, Arne O. Lindberg, Joel B. Montague, Jr., Clayton Montgomery, Raymond Muse, Mylan E. Ross, Theodore R. Saldin, Edith I. Schneider, Willis M. Simons, Kenneth J. Tellier, Floyd C. Tolleson, Jr., Francis A. Young; **Washington University**, Homer C. Bishop; **University of Washington**, S. C. Chu, Donald H. Wollett; **Wayne University**, Henry N. Bershas, Thomas Cutt; **Wellesley College**, Marina Farmakis; **Wells College**, Jo Carolyn Ferris, Minnie R. Phaup, Jean A. Potter, Helen I. Swan; **West Virginia State College**, Andrew N. Aheart, Thomas Saunders, John R. Sheeler; **West Virginia University**, Mary C. Buswell, June R. Simmons, Dorothy Stoffet, Norman C. Van Guilder, Faith J. Wolfe; **Western College**, Martha M. Wishard; **Westminster College (Pennsylvania)**, Harvey E. Mercer, John W. Reid; **Whitman College**, Winston Backstrand; **Whittier College**, C. DeLisle Crawford, W. Edward Heming, Elnora Laughlin, Harry B. Roggenburg, Gladys T. Stevenson, Albert W. Upton; **University of Wichita**, Max W. Milbourn; **Wilberforce University**, Arvella Payne; **College of William and Mary**, R. Lee Martin, Beatrice K. Rome; **Williams College**, David C. Bryant, Jr.; **Winthrop College**, John W. Baker, Mildred C. Beckwith, Carrie L. Collins, Irene E. Kent, Alice L. O'Connell; **Wisconsin State Teachers College (River Falls)**, Earl G. Albert, Rose M. Mohrdieck; **University of Wisconsin**, Robert A. Alberty; **Wittenberg College**, Charles P. Cressman, John B. Van Why; **University of Wyoming**, Hedley V. Cooke, Cornelius J. Crowley, Morris L. Perlman, William B. Van Horne.

Xavier University, John T. Nolan, Jr.

Yale University, Elizabeth F. Gardner; **Yankton College**, H. James Cook, Walter E. Dobler, Betty J. Drayer, John W. Forman, Alfred Hecht, Ida C. Hunt, Pearl MacArdle, Donald Mackey, Cleo J. Martin, Marilyn Penner, J. Laiten Weed, Lillian Wiggen.

Transfers from Junior to Active

Air Force Institute of Technology, Edgar J. Masters; **Baldwin-Wallace College**, Joseph E. Brewer; **University of Maryland**, Martha C. Stone; **Miami University**, Chester M. Stephenson; **Pennsylvania State Teachers College (West Chester)**, L. E. Belstrom; **Queens College (New York)**, Charles Hoffman; **Yeshiva University**, Jacob I. Hartstein.

Junior

Bowling Green State University, Mildred D. Davis, Phyllis Folts, Grayce Scholt, William H. Sherman; **University of Buffalo**, Sanford B. Halperin, Thomas R. Hart; **Columbia University**, Ruth Miller; **Duquesne University**, Severino A. Russo; **University of Florida**, Swen A. Larsen; **Southern Illinois University**, Helen A. Schuman; **State University of Iowa**, Marian Ford, Rolf Scheurer; **Kent State University**, Frank D. Ferguson; **University of Maryland**, Roland N. Stromberg; **New Mexico State College**, Paul G. Saunders; **Ohio State University**, Arthur R. Johnson, Richard T. Morris, Chester M. Stephenson; **Purdue University**, William H. E. Holmes, Jr.; **North Texas State Teachers College**, Antonio Garcia; **Texas Technological College**, Floyd E. Camp, Dennis B. Ford, Jr., Nelda Snow, Vernon C. Stafford; **Washington State College**, Marion Pierstorff; **Not in Accredited Institutional Connection**, Orma Melton (M.A., Columbia University), Defiance, Ohio; Anna J. Steen (M.A., Howard University), Washington, D. C.

DISTRIBUTION OF MEMBERSHIP and RECORD OF CHAPTER OFFICERS

January 1, 1949

- Adams State College, Alamosa, Colo. Active 18; Junior 1.
Adelphi College, Garden City, N. Y. Chapter Officers: A. Thomas Veltre, *Pres.*; Donald N. Koster, *Sec.* Active 51; Associate 1.
Agnes Scott College, Decatur, Ga. Active 6.
Air Force Institute of Technology, Wright Field, Ohio. Active 3; Junior 1; Associate 1.
Air University, Maxwell Field, Ala. Active 5.
Akron, University of, Akron, Ohio. Chapter Officers: Summerfield Baldwin, *Pres.*; Margaret E. Mauch, *Sec.* Active 70; Associate 2.
Alabama College, Montevallo, Ala. Chapter Officers: H. D. LeBaron, *Pres.*; Edythe Saylor, *Sec.* Active 27.
Alabama Polytechnic Institute, Auburn, Ala. Chapter Officers: Charles R. Saunders, *Pres.*; Jesse M. Richardson, *Sec.* Active 116; Junior 3.
Alabama State Agricultural and Mechanical Institute, Normal, Ala. Active 1.
Alabama State Teachers College, Jacksonville, Ala. Chapter Officers: J. M. Anders, *Pres.*; Mary C. Heim, *Sec.* Active 37.
Alabama State Teachers College, Livingston, Ala. Active 1.
Alabama State Teachers College, Troy, Ala. Chapter Officers: Laureson W. Forrester, *Pres.*; Ophelia Smith, *Sec.* Active 23.
Alabama, University of, University, Ala. Chapter Officers: Julian D. Mancill, *Pres.*; James A. Constantin, *Sec.* Active 286; Associate 4.
Alaska, University of, College, Alaska. Chapter Officers: Bert E. Griffin, *Pres.*; William R. Casken, *Sec.* Active 25.
Albany Medical College, Albany, N. Y. Active 1.
Alberta, University of, Edmonton, Alberta. Active 1.
Albion College, Albion, Mich. Chapter Officers: Harold D. Larsen, *Pres.*; Elsie B. Silkworth, *Sec.* Active 23.
Albright College, Reading, Pa. Chapter Officers: Milton W. Hamilton, *Pres.*; F. Wilbur Gingrich, *Sec.* Active 9.
Alfred University, Alfred, N. Y. Chapter Officers: Alfred E. Whitford, *Pres.*; Eleonora Aldrich, *Sec.* Active 18.
Allegheny College, Meadville, Pa. Chapter Officers: Herbert Rhinesmith, *Pres.*; Elizabeth Stadlander, *Sec.* Active 58.
Alma College, Alma, Mich. Active 1.
Amarillo College, Amarillo, Texas. Active 1.

- American College for Girls, Istanbul, Turkey. Active 1.
American International College, Springfield, Mass. Chapter Officers: Lee E. Holt, *Pres.*; Hazel F. Morse, *Sec.* Active 22, Associate 1.
American University, Washington, D. C. Chapter Officer: Merritt C. Batchelder, *Sec.* Active 36.
American University of Beirut, Beirut, Lebanon, Syria. Active 1.
American University at Cairo, Cairo, Egypt. Active 1.
Amherst College, Amherst, Mass. Chapter Officers: Earl Latham, *Pres.*; Robert B. Whitney, *Sec.* Active 31; Associate 1.
Anderson College, Anderson, Ind. Active 3.
Antioch College, Yellow Springs, Ohio. Active 8; Associate 1.
Appalachian State Teachers College, Boone, N. C. Active 2.
Arizona State College, Flagstaff, Ariz. Chapter Officers: A. John Briel, *Pres.*; Mary W. MacAllister, *Sec.* Active 40; Junior 2.
Arizona State College, Tempe, Ariz. Chapter Officers: Donald Van Petten, *Pres.*; Rachel S. Ball, *Sec.* Active 78.
Arizona, University of, Tucson, Ariz. Chapter Officers: Charles A. Reed, *Pres.*; Frances Eberling, *Sec.* Active 199; Associate 2.
Arkansas Agricultural and Mechanical College, Monticello, Ark. Active 1.
Arkansas State College, State College, Ark. Active 2.
Arkansas State Teachers College, Conway, Ark. Active 3.
Arkansas, University of, Fayetteville, Ark. Chapter Officers: Robert E. Reeser, *Pres.*; Virgil B. Fielder, *Sec.* Active 140; Associate 2.
Arkansas, University of (Medical School), Little Rock, Ark. Chapter Officers: Anderson Nettleship, *Pres.*; Harry Clausen, *Sec.* Active 20.
Armstrong Junior College, Savannah, Ga. Active 2.
Army Language School, Monterey, Calif. Active 2.
Arthur Jordan Conservatory of Music, Indianapolis, Ind. Active 2.
Asbury College, Wilmore, Ky. Active 1.
Ashland College, Ashland, Ohio. Active 3.
Atlanta University, Atlanta, Ga. Active 9.
Augustana College and Theological Seminary, Rock Island, Ill. Chapter Officers: Victor R. Pearson, *Pres.*; Oscar L. Nordstrom, *Sec.* Active 16.
Averett College, Danville, Va. Active 1.
- Baker University, Baldwin, Kans. Active 6.
Baldwin-Wallace College, Berea, Ohio. Chapter Officers: Theodore S. Bogardus, *Pres.*; W. Roland Cook, *Sec.* Active 53.
Ball State Teachers College, Muncie, Ind. Chapter Officers: Robert H. Cooper, *Pres.*; Sharley B. DeMotte, *Sec.* Active 85.
Barat College, Lake Forest, Ill. Active 4.
Bard College, Annandale-on-Hudson, N. Y. Chapter Officer: Artine Artinian, *Sec.* Active 18; Associate 1.
Bates College, Lewiston, Maine. Chapter Officers: Joseph D'Alfonso, *Pres.*; Robert D. Seward, *Sec.* Active 18.

- Baylor University**, Waco, Tex. Chapter Officers: E. Bruce Thompson, *Pres.*; Eveline E. Kappes, *Sec.* Active 94; Junior 2; Associate 2.
- Beloit College**, Beloit, Wis. Chapter Officers: Neville L. Bennington, *Pres.*; William S. Shepherd, *Sec.* Active 44; Junior 1; Associate 2.
- Bennett Junior College**, Millbrook, N. J. Active 4.
- Bennington College**, Bennington, Vt. Active 3; Associate 1.
- Berea College**, Berea, Ky. Chapter Officers: Willard N. Hogan, *Pres.*; Ray Orr, *Sec.* Active 57.
- Bethany College**, Lindsborg, Kans. Chapter Officers: Emil O. Deere, *Pres.*; George W. Kleihege, *Sec.* Active 5.
- Bethany College**, Bethany, W. Va. Active 10.
- Bethel College**, Newton, Kans. Active 1.
- Birmingham-Southern College**, Birmingham, Ala. Active 4.
- Bishop College**, Marshall, Tex. Chapter Officers: Melvin J. Banks, *Pres.*; Frances P. Wallace, *Sec.* Active 11.
- Blackburn College**, Carlinville, Ill. Chapter Officers: Franklin B. Wittmer, *Pres.*; Virgil G. Bretthauer, *Sec.* Active 10; Associate 1.
- Black Hills Teachers College**, Spearfish, S. Dak. Active 1.
- Blue Mountain College**, Blue Mountain, Miss. Active 1.
- Bluefield State College**, Bluefield, W. Va. Chapter Officers: Charles R. Gilbert, *Pres.*; Louise J. Hubbard, *Sec.* Active 11.
- Boise Junior College**, Boise, Idaho. Active 1.
- Boston College**, Chestnut Hills, Mass. Active 1.
- Boston University**, Boston, Mass. Chapter Officers: Royal M. Frye, *Pres.*; Edward C. Manning, *Sec.* Active 205; Junior 10; Associate 3.
- Bowdoin College**, Brunswick, Maine. Chapter Officers: Athearn P. Daggett, *Pres.*; Lawrence Pelletier, *Sec.* Active 16.
- Bowling Green State University**, Bowling Green, Ohio. Chapter Officers: Emerson C. Shuck, *Pres.*; Gertrude Eppler, *Sec.* Active 191; Junior 8; Associate 1.
- Bradley University**, Peoria, Ill. Chapter Officers: Sue Maxwell, *Pres.*; William B. Philip, *Sec.* Active 53.
- Briarcliff Junior College**, Briarcliff Manor, N. Y. Active 4; Associate 1.
- Bridgeport, University of**, Bridgeport, Conn. Chapter Officers: William W. Everett, *Pres.*; J. Marie Anderwald, *Sec.* Active 29.
- British Columbia, University of**, Vancouver, B. C. Active 18.
- Brooklyn College**, Brooklyn, N. Y. Chapter Officers: Theresa Wolfson, *Pres.*; William J. Temple, *Sec.* Active 174; Associate 2.
- Brooklyn, Polytechnic Institute of**, Brooklyn, N. Y. Active 17.
- Brown University**, Providence, R. I. Chapter Officers: Herbert N. Couch, *Pres.*; Mary D. Bates, *Sec.* Active 64.
- Bryn Mawr College**, Bryn Mawr, Pa. Active 27; Junior 1; Associate 1.
- Bucknell University**, Lewisburg, Pa. Chapter Officers: Manning A. Smith, *Pres.*; Paul J. Brand, *Sec.* Active 78; Associate 1.

- Buffalo, University of**, Buffalo, N. Y. Chapter Officers: J. Alan Pfeffer, *Pres.*; Ruth B. Noller, *Sec.* Active 158; Junior 2; Associate 2.
- Butler University**, Indianapolis, Ind. Chapter Officers: Rosamond R. Jones, *Pres.*; Elizabeth B. Ward, *Sec.* Active 92.
- California Institute of Technology**, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; Horace N. Gilbert, *Sec.* Active 74; Junior 1; Associate 1.
- California, University of**, Berkeley, Calif. Chapter Officers: A. R. Olson, *Pres.*; Garff B. Wilson, *Sec.* Active 248; Associate 2.
- California, University of**, Los Angeles, Calif. Chapter Officers: Martha B. Deane, *Pres.*; Foster H. Sherwood, *Sec.* Active 210; Junior 2; Associate 2.
- California, University of (Santa Barbara College)**, Santa Barbara, Calif. Chapter Officers: Robert E. Robinson, *Pres.*; William Hayes, *Sec.* Active 57; Associate 1.
- Calvin College**, Grand Rapids, Mich. Active 1.
- Capital University**, Columbus, Ohio. Chapter Officers: W. O. Doescher, *Pres.*; Edward C. Fendt, *Sec.* Active 7; Associate 1.
- Carleton College**, Northfield, Minn. Active 24.
- Carnegie Institute of Technology**, Pittsburgh, Pa. Chapter Officers: Clara E. Miller, *Pres.*; Donald M. Goodfellow, *Sec.* Active 93; Associate 3.
- Carroll College**, Waukesha, Wis. Active 13.
- Carson-Newman College**, Jefferson City, Tenn. Active 1.
- Carthage College**, Carthage, Ill. Active 12.
- Case Institute of Technology**, Cleveland, Ohio. Chapter Officers: Leonard Olsen, *Pres.*; Lewis R. Lowe, *Sec.* Active 81; Associate 1.
- Catawba College**, Salisbury, N. C. Active 8.
- Catholic University of America**, Washington, D. C. Chapter Officers: Friedrich Engel-Janosi, *Pres.*; John T. Farrell, *Sec.* Active 78; Junior 1.
- Cedar Crest College**, Allentown, Pa. Chapter Officers: B. LeRoy Burkhardt, *Pres.*; F. Leighton Peters, *Sec.* Active 22; Associate 1.
- Centenary College of Louisiana**, Shreveport, La. Chapter Officers: Edward M. Clark, *Pres.*; Betty McKnight, *Sec.* Active 39.
- Central College**, Pella, Iowa. Active 2.
- Central College**, Fayette, Mo. Active 1.
- Central College**, North Little Rock, Ark. Chapter Officers: Ann Beck, *Pres.*; Erma Gray, *Sec.* Active 12.
- Centre College of Kentucky**, Danville, Ky. Chapter Officers: Arnold B. Come, *Pres.*; John M. Aden, *Sec.* Active 23; Associate 3.
- Chapman College**, Los Angeles, Calif. Chapter Officers: F. R. Gay, *Pres.*; Morgan Harris, *Sec.* Active 12.
- Charleston, College of**, Charleston, S. C. Active 1.
- Chattanooga, University of**, Chattanooga, Tenn. Chapter Officers: Culver H. Smith, *Pres.*; Howard Sutton, *Sec.* Active 22.
- Cheyney Teachers Training College**, Cheyney, Pa. Active 1.
- Chicago City Junior College (Wilson Branch)**, Chicago, Ill. Chapter Officers: Clarence W. Peterson, *Pres.*; Phyllis M. Conkey, *Sec.* Active 38.

- Chicago College of Osteopathy, Chicago, Ill. Active 1.
 Chicago Teachers College, Chicago, Ill. Active 17.
 Chicago, University of, Chicago, Ill. Chapter Officers: Ralph Marcus, *Pres.*; M. W. Hansen, *Sec.* Active 313; Associate 1.
 Chico State College, Chico, Calif. Active 4; Associate 2.
 Christian College, Columbia, Mo. Active 1.
 Cincinnati, Conservatory of, Cincinnati, Ohio. Active 1.
 Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: Helen N. Smith, *Pres.*; Hope D. Warner, *Sec.* Active 213; Junior 1; Associate 4.
 Citadel, The, Charleston, S. C. Active 10.
 City College, The, New York, N. Y. Chapter Officers: John C. Thirlwall, Jr., *Pres.*; Hugh C. Wolfe, *Sec.* Active 188; Associate 8.
 City College, The (Commerce Center), New York, N. Y. Chapter Officers: Herbert Ruckes, *Pres.*; Herbert Spero, *Sec.* Active 40; Junior 1.
 Claremont Colleges, Claremont, Calif. (Claremont, Active 4) (Pomona, Active 54; Associate 2) (Scripps, Active 15). Chapter Officers: Alan B. Cole, *Pres.*; Henry F. May, *Sec.*
 Claremont Men's College, Claremont, Calif. Active 11; Associate 1.
 Clark University, Worcester, Mass. Chapter Officers: S. J. Brandenburg, *Pres.*; Sherman S. Hayden, *Sec.* Active 41; Junior 1; Associate 1.
 Clarkson School of Technology, Potsdam, N. Y. Active 4.
 Clemson Agricultural College, Clemson, S. C. Chapter Officers: Thomas B. Alexander, *Pres.*; James H. Langston, *Sec.* Active 69; Associate 1.
 Coe College, Cedar Rapids, Iowa. Chapter Officers: J. M. Henry, *Pres.*; J. R. Ashton, *Sec.* Active 35.
 Coker College, Hartsville, S. C. Active 10; Associate 1.
 Colby College, Waterville, Maine. Chapter Officers: Luella Norwood, *Pres.*; Ralph Goulston, *Sec.* Active 20; Associate 1.
 Colgate-Rochester Divinity School, Rochester, N. Y. Active 1.
 Colgate University, Hamilton, N. Y. Chapter Officers: Robert E. Todd, *Pres.*; Charles S. Blackton, *Sec.* Active 86; Junior 2; Associate 1.
 Colorado Agricultural and Mechanical College, Fort Collins, Colo. Chapter Officers: Carl W. Birky, *Pres.*; Elizabeth M. Wing, *Sec.* Active 44; Junior 1.
 Colorado College, Colorado Springs, Colo. Chapter Officers: Frank A. Krutzke, *Pres.*; Howard M. Olson, *Sec.* Active 57.
 Colorado School of Mines, Golden, Colo. Chapter Officers: Leonard W. Hartkemeier, *Pres.*; Truman H. Kuhn, *Sec.* Active 28.
 Colorado State College of Education, Greeley, Colo. Active 3.
 Colorado, Western State College of, Gunnison, Colo. Chapter Officers: Carl A. Helmecke, *Pres.*; Reinhardt Schuhmann, *Sec.* Active 27.
 Colorado, University of, Boulder, Colo. Chapter Officers: Henry J. Pettit, Jr., *Pres.*; H. Harold Kelley, *Sec.* Active 143; Junior 1; Associate 5.
 Columbia University, New York, N. Y. Chapter Officer: Louis M. Hacker, *Sec.* Active 180; Junior 7; Associate 2.

- Concord College, Athens, W. Va. Chapter Officers: William B. Robertson, *Pres.*; Cloyd P. Armbrister, *Sec.* Active 40; Junior 1.
- Connecticut College, New London, Conn. Chapter Officers: Marjorie R. Dilley, *Pres.*; Catherine Oaks, *Sec.* Active 61; Associate 2.
- Connecticut, Teachers College of, New Britain, Conn. Active 21.
- Connecticut, University of, Storrs, Conn. Chapter Officers: Charles A. Owen, *Pres.*; Dorothy Culp, *Sec.* Active 72; Associate 4.
- Connecticut, University of (Fort Trumbull Branch), New London, Conn. Chapter Officers: Edward B. Hine, *Pres.*; William B. Newell, *Sec.* Active 55.
- Converse College, Spartanburg, S. C. Active 1.
- Cooper Union, New York, N. Y. Chapter Officers: Ernest W. Starr, *Pres.*; Ralph de Someri Childs, *Sec.* Active 39.
- Cornell College, Mount Vernon, Iowa. Chapter Officers: Francis E. Throw, *Pres.*; Chester L. Rich, *Sec.* Active 46.
- Cornell University, Ithaca, N. Y. Chapter Officers: John R. Moynihan, *Pres.*; Marion C. Pfund, *Sec.* Active 321; Junior 15; Associate 7.
- Cotter College, Nevada, Mo. Junior 1.
- Creighton University, Omaha, Nebr. Active 4; Associate 1.
- Crozer Theological Seminary, Chester, Pa. Associate 1.
- Culver-Stockton College, Canton, Mo. Chapter Officers: George E. Brown, *Pres.*; Justin M. Walker, *Sec.* Active 13.
- Dakota Wesleyan University, Mitchell, S. Dak. Active 2.
- Dalhousie University, Halifax, Nova Scotia. Active 1.
- Danbury State Teachers College, Danbury, Conn. Active 1.
- Dartmouth College, Hanover, N. H. Chapter Officers: Earl R. Sikes, *Pres.*; Almon B. Ives, *Sec.* Active 136; Associate 1.
- Davidson College, Davidson, N. C. Active 10.
- Dayton, University of, Dayton, Ohio. Active 13.
- Delaware State College, Dover, Del. Active 1.
- Delaware, University of, Newark, Del. Chapter Officers: Vincent E. Parker, *Pres.*; Herbert Newman, *Sec.* Active 77; Associate 2.
- Del Mar College, Corpus Christi, Tex. Active 1.
- Denison University, Granville, Ohio. Chapter Officers: Morton B. Stratton, *Pres.*; Lionel G. Crocker, *Sec.* Active 78.
- Denver, University of, Denver, Colo. Chapter Officer: Harold H. Dunham, *Pres.*; Active 210; Junior 2.
- De Paul University, Chicago, Ill. Chapter Officers: Walter A. Eggert, *Pres.*; Robert M. Johnson, *Sec.* Active 59; Associate 1.
- DePauw University, Greencastle, Ind. Chapter Officers: Jerome C. Hixon, *Pres.*; Harry L. Hawkins, *Sec.* Active 125; Associate 2.
- Des Moines Still College of Osteopathy and Surgery, Des Moines, Iowa. Active 1.
- Detroit, University of, Detroit, Mich. Chapter Officer: D. R. Janisse, *Pres.* Active 16.

- Dickinson College, Carlisle, Pa. Chapter Officers: William L. Tayler, *Pres.*; Walter H. Niehoff, *Sec.* Active 25; Associate 1.
- Dickinson Junior College, Williamsport, Pa. Active 1.
- Dillard University, New Orleans, La. Active 1.
- Doane College, Crete, Nebr. Active 5.
- Dominican College of San Rafael, San Rafael, Calif. Active 1.
- Drake University, Des Moines, Iowa. Chapter Officers: Floyd S. Harper, *Pres.*; Charlotte Brannen, *Sec.* Active 89.
- Drew University, Madison, N. J. Chapter Officers: Earl A. Aldrich, *Pres.*; James A. McClintock, *Sec.* Active 31; Associate 1.
- Drexel Institute of Technology, Philadelphia, Pa. Active 3.
- Drury College, Springfield, Mo. Active 14.
- Dubuque, University of, Dubuque, Iowa. Chapter Officers: Enos G. Pray, *Pres.*; Dorothy Hinde, *Sec.* Active 24; Associate 1.
- Duchesne College, Omaha, Nebr. Active 1.
- Duke University, Durham, N. C. Chapter Officers: Paul J. Kramer, *Pres.*; Louise Hall, *Sec.* Active 162; Junior 1.
- Duquesne University, Pittsburgh, Pa. Chapter Officers: Maurice P. Schulte, *Pres.*; John H. Savulak, *Sec.* Active 29; Junior 1.
- Earlham College, Richmond, Ind. Chapter Officers: Murvel R. Garner, *Pres.*; Norma Bentley, *Sec.* Active 14.
- Eden Theological Seminary, Webster Groves, Mo. Active 1.
- Elmhurst College, Elmhurst, Ill. Active 5.
- Elmira College, Elmira, N. Y. Chapter Officers: Charles B. Rutenber, *Pres.*; Margaret Greene, *Sec.* Active 25; Associate 1.
- Elon College, Elon College, N. C. Active 1.
- Emmanuel Missionary College, Berrien Springs, Mich. Active 1.
- Emory University, Emory University, Ga. Active 24.
- Emporia, College of, Emporia, Kans. Active 1.
- Erskine College, Due West, S. C. Active 2.
- Evansville College, Evansville, Ind. Chapter Officers: Leland W. Moon, *Pres.*; Mary G. Wolfe, *Sec.* Active 57; Associate 2.
- Fairleigh Dickinson College, Rutherford, N. J. Active 1.
- Fairmont State College, Fairmont, W. Va. Chapter Officers: Burton L. Fryxell, *Pres.*; Eleanor M. Ford, *Sec.* Active 19; Associate 1.
- Fayetteville State Teachers College, Fayetteville, N. C. Active 2.
- Fenn College, Cleveland, Ohio. Active 2.
- Ferris Institute, College of Pharmacy of, Big Rapids, Mich. Active 4.
- Finch Junior College, New York, N. Y. Active 1.
- Findlay College, Findlay, Ohio. Active 11.
- Fisk University, Nashville, Tenn. Active 27; Associate 1.
- Florida Agricultural and Mechanical College for Negroes, Tallahassee, Fla. Active 10.
- Florida Southern College, Lakeland, Fla. Active 8.

- Florida State University, Tallahassee, Fla. Chapter Officers: Robert D. Miller, *Pres.*; Frederick J. Hicks, *Sec.* Active 116; Junior 1; Associate 3.
- Florida, University of, Gainesville, Fla. Chapter Officers: J. E. Hawkins, *Pres.*; Frederick W. Conner, *Sec.* Active 258; Junior 10; Associate 2.
- Fordham University (Bronx Division), New York, N. Y. Active 7.
- Fordham University (Manhattan Division), New York, N. Y. Chapter Officer: Maurice I. Hart, *Pres.*; Active 10; Associate 1.
- Fort Valley State College, Fort Valley, Ga. Active 1.
- Franklin College of Indiana, Franklin, Ind. Chapter Officers: I. George Blake, *Pres.*; Virfsel Roe, *Sec.* Active 18.
- Franklin and Marshall College, Lancaster, Pa. Chapter Officers: Hugh A. Heller, *Pres.*; Robert V. Moss, Jr., *Sec.* Active 57; Associate 1.
- Fresno State College, Fresno, Calif. Chapter Officers: Alice K. Bell, *Pres.*; Mary Gladney, *Sec.* Active 114; Associate 1.
- Fullerton Junior College, Fullerton, Calif. Active 1.
- Furman University, Greenville, S. C. Chapter Officers: Winston C. Babb, *Pres.*; Jane G. Flener, *Sec.* Active 28.
- Garrett Biblical Institute, Evanston, Ill. Active 1.
- Geneva College, Beaver Falls, Pa. Chapter Officers: Allen C. Morrill, *Pres.*; T. M. McMillion, *Sec.* Active 19.
- George Peabody College for Teachers, Nashville, Tenn. Active 10.
- George Pepperdine College, Los Angeles, Calif. Active 1.
- George Washington University, Washington, D. C. Chapter Officers: Paul W. Bowman, *Pres.*; C. D. Eldridge, *Sec.* Active 70; Junior 2.
- George Williams College, Chicago, Ill. Associate 1.
- Georgetown University, Washington, D. C. Active 23; Junior 1.
- Georgia College, North, Dahlonega, Ga. Active 1.
- Georgia Institute of Technology, Atlanta, Ga. Chapter Officers: Robert L. Allen, *Pres.*; W. Richard Metcalfe, *Sec.* Active 111; Associate 1.
- Georgia State College for Women, Milledgeville, Ga. Active 8; Associate 2.
- Georgia State Woman's College, Valdosta, Ga. Chapter Officers: Beatrice Nevins, *Pres.*; H. S. Gulliver, *Sec.* Active 19.
- Georgia, University of, Athens, Ga. Chapter Officers: Charles C. Wilson, *Pres.*; A. C. Cohen, Jr., *Sec.* Active 137; Associate 4.
- Georgian Court College, Lakewood, N. J. Active 1.
- Gettysburg College, Gettysburg, Pa. Chapter Officer: W. F. Shaffer, *Pres.* Active 33; Associate 1.
- Gonzaga University, Spokane, Wash. Active 1.
- Goucher College, Baltimore, Md. Chapter Officers: Elinor Pancoast, *Pres.*; Volia P. Barton, *Sec.* Active 47; Associate 1.
- Green Mountain Junior College, Poultney, Vt. Active 6.
- Greensboro College, Greensboro, N. C. Active 6.
- Grinnell College, Grinnell, Iowa. Chapter Officers: Otto Jelinek, *Pres.*; Frank B. Stratton, *Sec.* Active 37; Associate 1.

Grove City College, Grove City, Pa. Active 7.

Guilford College, Guilford College, N. C. Active 5.

Gustavus Adolphus College, St. Peter, Minn. Active 7.

Hahnemann Medical College, Philadelphia, Pa. Chapter Officers: Armand W. Angulo, *Pres.*; Herbert S. Warren, *Sec.* Active 18.

Hamilton College, Clinton, N. Y. Chapter Officers: J. Franklin Hunt, *Pres.*; Paul C. Hayner, *Sec.* Active 36.

Hamline University, St. Paul, Minn. Chapter Officers: Clarence W. Rife, *Pres.*; Anne Simley, *Sec.* Active 30.

Hampton Institute, Hampton, Va. Chapter Officer: J. Saunders Redding, *Pres.* Active 23; Associate 2.

Hanover College, Hanover, Ind. Active 1.

Hardin-Simmons University, Abilene, Tex. Active 3.

Harris Teachers College, St. Louis, Mo. Chapter Officers: Albert L. Lindel, *Pres.*; Lillian Nagel, *Sec.* Active 19.

Harvard University, Cambridge, Mass. Chapter Officers: Alfred S. Romer, *Pres.*; Edward L. Ullman, *Sec.* Active 157; Junior 4; Associate 2.

Hastings College, Hastings, Nebr. Active 3.

Haverford College, Haverford, Pa. Chapter Officers: Howard K. Henry, *Pres.*; Theodore B. Hetzel, *Sec.* Active 30; Associate 1.

Hawaii, University of, Honolulu, Hawaii. Chapter Officers: A. Grove Day, *Pres.*; Donald C. Matthews, *Sec.* Active 78; Junior 1; Associate 2.

Heidelberg College, Tiffin, Ohio. Active 6.

Henderson State Teachers College, Arkadelphia, Ark. Associate 1.

Hendrix College, Conway, Ark. Active 3.

Hillsdale College, Hillsdale, Mich. Active 1.

Hiram College, Hiram, Ohio. Chapter Officer: L. E. Cannon, *Sec.* Active 7.

Hofstra College, Hempstead, N. Y. Chapter Officers: William McEwen, *Pres.*; Eleanor D. Blodgett, *Sec.* Active 55; Junior 1.

Hollins College, Hollins College, Va. Chapter Officers: Kathleen C. Jackson, *Pres.*; Frances Niederer, *Sec.* Active 22; Associate 1.

Holy Cross, College of the, Worcester, Mass. Active 4.

Hood College, Frederick, Md. Chapter Officers: Mildred J. Headings, *Pres.*; Margaret S. Neely, *Sec.* Active 45; Associate 1.

Hope College, Holland, Mich. Active 1.

Howard College, Birmingham, Ala. Active 6; Associate 1.

Howard University, Washington, D. C. Active 40; Associate 1.

Humboldt State College, Arcata, Calif. Active 2.

Hunter College, New York, N. Y. Chapter Officers: Vere L. Rubel, *Pres.*; Eleanor Reilly, *Sec.* Active 205; Junior 1; Associate 1.

Idaho, College of, Caldwell, Idaho. Active 2.

Idaho College of Education, Northern, Lewiston, Idaho. Active 7.

- Idaho State College, Pocatello, Idaho.** Chapter Officers: Junius Larsen, *Pres.*; Leedice Kissane, *Sec.* Active 82; Associate 1.
- Idaho, University of, Moscow, Idaho.** Chapter Officers: Robert E. Hosack, *Pres.*; William C. Banks, *Sec.* Active 33; Associate 2.
- Iliff School of Theology, Denver, Colo.** Associate 1.
- Illinois College, Jacksonville, Ill.** Active 9; Associate 1
- Illinois Institute of Technology, Chicago, Ill.** Chapter Officers: Howard P. Vincent, *Pres.*; Marie W. Spencer, *Sec.* Active 66; Junior 1; Associate 2.
- Illinois State College, Eastern, Charleston, Ill.** Chapter Officers: Glenn Q. Lefler, *Pres.*; Eugene M. Waffle, *Sec.* Active 65.
- Illinois State College, Western, Macomb, Ill.** Chapter Officers: R. Maurice Myers, *Pres.*; Clarice M. Robinson, *Sec.* Active 58; Associate 1.
- Illinois State Normal University, Normal, Ill.** Chapter Officers: Laura H. Price, *Pres.*; Claude M. Dillinger, *Sec.* Active 143; Associate 1.
- Illinois State Teachers College, Northern, DeKalb, Ill.** Chapter Officer: Mary N. Williams, *Sec.* Active 21; Associate 1.
- Illinois University, Southern, Carbondale, Ill.** Chapter Officers: J. Carey Davis, *Pres.*; Esther M. Shubert, *Sec.* Active 118; Junior 8; Associate 6.
- Illinois, University of, Urbana, Ill.** Chapter Officers: Harry J. Fuller, *Pres.*; Mary L. Bull, *Sec.* Active 585; Junior 8; Associate 3.
- Illinois, University of (Galesburg Division), Galesburg, Ill.** Chapter Officers: Mark P. Anderson, *Pres.*; Louise M. Stubblefield, *Sec.* Active 77; Junior 6.
- Illinois, University of (Navy Pier), Chicago, Ill.** Chapter Officers: Carl R. Meloy, *Pres.*; Rebecca A. Dewey, *Sec.* Active 97; Junior 1.
- Illinois Wesleyan University, Bloomington, Ill.** Chapter Officers: William E. Schulze, *Pres.*; Orlin C. Spicer, *Sec.* Active 7.
- Indiana Central College, Indianapolis, Ind.** Active 1.
- Indiana State Teachers College, Terre Haute, Ind.** Chapter Officers: June Reynerson, *Pres.*; David Johnson, *Sec.* Active 71.
- Indiana University, Bloomington, Ind.** Chapter Officers: Samuel Yellen, *Pres.*; Winifred Merrill, *Sec.* Active 283; Junior 7; Associate 2.
- Institute for Advance Study, Princeton, N. J.** Active 4.
- Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.** Chapter Officers: Gertrude E. Chittenden, *Pres.*; C. Buell Lipa, *Sec.* Active 176; Junior 6.
- Iowa State Teachers College, Cedar Falls, Iowa.** Chapter Officers: Donald F. Howard, *Pres.*; Martin L. Grant, *Sec.* Active 99.
- Iowa, State University of, Iowa City, Iowa.** Chapter Officers: Samuel B. Barker, *Pres.*; C. Addison Hickman, *Sec.* Active 427; Junior 8; Associate 3.
- Iowa Wesleyan College, Mount Pleasant, Iowa.** Active 5.
- James Millikin University, Decatur, Ill.** Chapter Officers: Charles Leese, *Pres.*; Dorothy McClure, *Sec.* Active 40.

Jamestown College, Jamestown, N. Dak. Active 3; Associate 1.
Jefferson Medical College, Philadelphia, Pa. Active 3.
John B. Stetson University, DeLand, Fla. Active 16.
John Carroll University, Cleveland, Ohio. Chapter Officers: John M. Gers-
 ting, *Pres.*; Edwin F. Gilchrist, *Sec.* Active 15.
John Tarleton Agricultural College, Stephenville, Tex. Active 2.
Johns Hopkins University, Baltimore, Md. Chapter Officer: Bentley Glass,
Pres. Active 62; Associate 2.
Johnson C. Smith University, Charlotte, N. C. Active 2.
Judson College, Marion, Ala. Active 4.
Juniata College, Huntingdon, Pa. Active 4.

Kalamazoo College, Kalamazoo, Mich. Active 4.
Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
 Chapter Officers: Cecil H. Miller, *Pres.*; William E. Koch, *Sec.* Active 51;
 Junior 1.
Kansas State College, Fort Hays, Hays, Kans. Chapter Officers: Robert M.
 Taylor, *Pres.*; Mabel Lacey, *Sec.* Active 27.
Kansas State Teachers College, Emporia, Kans. Chapter Officers: S. Win-
 ston Cram, *Pres.*; Helen R. Garman, *Sec.* Active 71.
Kansas State Teachers College, Pittsburg, Kans. Chapter Officers: Ernest
 M. Anderson, *Pres.*; Clay DeFord, *Sec.* Active 37; Associate 1.
Kansas, University of, Lawrence, Kans. Chapter Officers: Edwin O. Stene,
Pres.; William D. Paden, *Sec.* Active 376; Junior 3; Associate 2.
Kansas City, University of, Kansas City, Mo. Active 42; Junior 6.
Kemper Military School, Boonville, Mo. Active 1.
Kent State University, Kent, Ohio. Chapter Officers: E. Turner Stump,
Pres.; Marion Van Campen, *Sec.* Active 136; Junior 2; Associate 1.
Kentucky State College, Frankfort, Ky. Active 8.
Kentucky State Teachers College, Eastern, Richmond, Ky. Chapter Officers:
 Presley M. Grise, *Pres.*; H. H. LaFuze, *Sec.* Active 34.
Kentucky State Teachers College, Western, Bowling Green, Ky. Active 1.
Kentucky, University of, Lexington, Ky. Chapter Officers: Irwin T. Sanders,
Pres.; Paul Oberst, *Sec.* Active 200; Associate 4.
Kenyon College, Gambier, Ohio. Chapter Officers: John W. Black, *Pres.*;
 James R. Browne, *Sec.* Active 28; Associate 1.
Keuka College, Keuka Park, N. Y. Chapter Officers: Elizabeth McConkey,
Pres.; Mabel Belden, *Sec.* Active 27; Associate 1.
Keystone Junior College, La Plume, Pa. Active 2.
Kirksville College of Osteopathy and Surgery, Kirksville, Mo. Chapter
 Officers: Albert P. Kline, *Pres.*; Wilbur V. Cole, *Sec.* Active 16.
Knox College, Galesburg, Ill. Active 29.

Lafayette College, Easton, Pa. Chapter Officers: William G. McLean, *Pres.*;
 W. Edward Brown, *Sec.* Active 96; Associate 1.

- Lake Erie College, Painesville, Ohio. Chapter Officers: Lottie E. Munn, *Pres.*; Kathryn S. Bennett, *Sec.* Active 17; Associate 2.
- Lake Forest College, Lake Forest, Ill. Chapter Officers: Arthur W. Voss, *Pres.*; Madeline Ashton, *Sec.* Active 33; Associate 1.
- Lamar College, Beaumont, Tex. Active 1.
- LaSalle College, Philadelphia, Pa. Active 6.
- La Sierra College, Arlington, Calif. Active 1.
- Laval, University of, Quebec, Que. Active 1.
- Lawrence College, Appleton, Wis. Chapter Officers: Stephen F. Darling, *Pres.*; Relis B. Brown, *Sec.* Active 32; Associate 1.
- Lebanon Valley College, Annville, Pa. Active 17.
- Lehigh University, Bethlehem, Pa. Active 27; Associate 2.
- Lenoir-Rhyne College, Hickory, N. C. Active 2.
- Lewis and Clark College, Portland, Ore. Chapter Officers: John H. Walker, *Pres.*; Katherine S. Arnold, *Sec.* Active 36.
- Limestone College, Gaffney, S. C. Active 5.
- Lincoln Memorial University, Harrogate, Tenn. Active 4.
- Lincoln University, Jefferson City, Mo. Chapter Officers: Milton Hardiman, *Pres.*; U. S. Maxwell, *Sec.* Active 46.
- Lincoln University, Lincoln University, Pa. Active 3.
- Lindenwood College, St. Charles, Mo. Chapter Officers: Alice Parker, *Pres.*; M. Elizabeth Dawson, *Sec.* Active 49.
- Linfield College, McMinnville, Ore. Active 21.
- Little Rock Junior College, Little Rock, Ark. Active 1.
- Livingstone College, Salisbury, N. C. Active 2.
- Long Island College of Medicine, Brooklyn, N. Y. Active 1.
- Loretto Heights College, Loretto, Colo. Active 1.
- Louisiana College, Southeastern, Hammond, La. Active 6.
- Louisiana Institute, Southwestern, Lafayette, La. Chapter Officers: George B. Claycomb, *Pres.*; Ralph H. Agate, *Sec.* Active 25.
- Louisiana, Northwestern State College of, Natchitoches, La. Chapter Officers: William G. Erwin, *Pres.*; Inez Allen, *Sec.* Active 75.
- Louisiana Polytechnic Institute, Ruston, La. Chapter Officers: George W. Bond, *Pres.*; O. C. Miller, *Sec.* Active 15.
- Louisiana State University, Baton Rouge, La. Chapter Officers: Joseph Dainow, *Pres.*; E. Terry Prothro, *Sec.* Active 169; Junior 1; Associate 1.
- Louisville, University of, Louisville, Ky. Chapter Officers: Sidney D. Terr, *Pres.*; Edmond R. Schlesinger, *Sec.* Active 117.
- Loyola College, Baltimore, Md. Active 2.
- Loyola University, Chicago, Ill. Chapter Officers: Paul S. Lietz, *Pres.*; D. Herbert Abel, *Sec.* Active 83; Junior 1; Associate 2.
- Loyola University, New Orleans, La. Active 5.
- Loyola University of Los Angeles, Los Angeles, Calif. Active 1.
- Luther College, Decorah, Iowa. Active 3.
- Lycoming College, Williamsport, Pa. Active 20.

Lynchburg College, Lynchburg, Va. Chapter Officers: Harold H. Garretson, *Pres.*; Lotte Barschak, *Sec.* Active 12.

McCormick Theological Seminary, Chicago, Ill. Active 1.

McGill University, Montreal, Que. Active 4.

MacMurray College for Women, Jacksonville, Ill. Active 13.

McPherson College, McPherson, Kans. Active 1.

Macalester College, St. Paul, Minn. Chapter Officers: William P. Tucker, *Pres.*; Madonna H. Erkenbrack, *Sec.* Active 43; Associate 1.

Madison College, Harrisonburg, Va. Chapter Officers: Glada Walker, *Pres.*; Mary M. Brady, *Sec.* Active 30.

Maine, University of, Orono, Maine. Chapter Officers: Charles F. Virtue, *Pres.*; Theodore Weiler, *Sec.* Active 66; Junior 1.

Manchester College, North Manchester, Ind. Active 3.

Manhattan College, New York, N. Y. Chapter Officers: Donald J. Carty, *Pres.*; John A. Cossa, *Sec.* Active 13.

Manhattanville College of the Sacred Heart, New York, N. Y. Chapter Officers: Julio A. Mira, *Pres.*; Doris Duffy, *Sec.* Active 51.

Manitoba, University of, Winnipeg, Manitoba. Active 9.

Marietta College, Marietta, Ohio. Active 8.

Marquette University, Milwaukee, Wis. Active 17.

Mars Hill College, Mars Hill, N. C. Active 1.

Marshall College, Huntington, W. Va. Chapter Officers: Leslie M. Davis, *Pres.*; Virginia Lee, *Sec.* Active 39; Associate 1.

Mary Baldwin College, Staunton, Va. Active 6.

Marygrove College, Detroit, Mich. Active 3.

Maryland College, Western, Westminster, Md. Chapter Officers: John D. Makosky, *Pres.*; Dean W. Henderickson, *Sec.* Active 20.

Maryland State Teachers College, Salisbury, Md. Active 1.

Maryland State Teachers College, Towson, Md. Active 6.

Maryland, University of, College Park, Md. Chapter Officers: Joseph M. Ray, *Pres.*; Marie D. Bryan, *Sec.* Active 248; Junior 7; Associate 1.

Maryville College, Maryville, Tenn. Active 7.

Mason City Junior College, Mason City, Iowa. Active 1.

Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: N. A. Milas, *Pres.*; Philip Franklin, *Sec.* Active 54; Associate 1.

Massachusetts State Teachers College, Fitchburg, Mass. Active 1.

Massachusetts State Teachers College, North Adams, Mass. Active 6.

Massachusetts State Teachers College, Worcester, Mass. Active 1.

Massachusetts, University of, Amherst, Mass. Chapter Officers: Gilbert L. Woodside, *Pres.*; Maxwell H. Goldberg, *Sec.* Active 31.

Massachusetts, University of, Fort Devens, Mass. Chapter Officers: Alvan S. Ryan, *Pres.*; Joseph Walsh, *Sec.* Active 49; Associate 1.

Medical Evangelists, College of, Los Angeles, Calif. Active 1.

- Meharry Medical College**, Nashville, Tenn. Chapter Officers: Carr A. Treherne, *Pres.*; Mary Lee Brown, *Sec.* Active 33.
- Memphis State College**, Memphis, Tenn. Chapter Officers: Owen R. Hughes, *Pres.*; Charles C. Ijams, *Sec.* Active 32.
- Mercer University**, Macon Ga. Active 6; Associate 1.
- Mercyhurst College**, Erie, Pa. Active 1.
- Meredith College**, Raleigh, N. C. Active 7.
- Meridian Municipal Junior College**, Meridian, Miss. Active 1.
- Miami University**, Oxford, Ohio. Chapter Officer: F. B. Joyner, *Sec.* Active 30; Associate 2.
- Miami, University of**, Coral Gables, Fla. Chapter Officers: Charlton W. Tebeau, *Pres.*; Melanie R. Rosborough, *Sec.* Active 126; Junior 1; Associate 5.
- Michigan College of Education, Central**, Mt. Pleasant, Mich. Active 7; Associate 2.
- Michigan College of Education, Northern**, Marquette, Mich. Active 8.
- Michigan College of Education, Western**, Kalamazoo, Mich. Active 20.
- Michigan College of Mining and Technology**, Houghton, Mich. Active 13.
- Michigan State College of Agriculture and Applied Science**, East Lansing, Mich. Chapter Officers: Cecil H. Nickle, *Pres.*; Justine Zinn, *Sec.* Active 291; Associate 4.
- Michigan State Normal College**, Ypsilanti, Mich. Chapter Officers: Hoover H. Jordan, *Pres.*; John B. Virtue, *Sec.* Active 53.
- Michigan, University of**, Ann Arbor, Mich. Chapter Officers: H. C. Koch, *Pres.*; Joshua McClemmen, *Sec.* Active 326; Junior 27; Associate 3.
- Middlebury College**, Middlebury, Vt. Chapter Officers: H. Ward Bedford, *Pres.*; C. Leonard Hoag, *Sec.* Active 62; Associate 1.
- Miles College**, Birmingham, Ala. Active 1.
- Mills College**, Oakland, Calif. Chapter Officers: Ethel Sabin-Smith, *Pres.*; Howard Brubeck, *Sec.* Active 46; Associate 2.
- Millsaps College**, Jackson, Miss. Active 10.
- Milwaukee-Downer College**, Milwaukee, Wis. Active 6.
- Miner Teachers College**, Washington, D. C. Active 1.
- Minnesota State Teachers College**, Bemidji, Minn. Active 8.
- Minnesota State Teachers College**, Mankato, Minn. Active 8.
- Minnesota State Teachers College**, Moorhead, Minn. Associate 1.
- Minnesota State Teachers College**, St. Cloud, Minn. Active 6; Associate 1.
- Minnesota State Teachers College**, Winona, Minn. Chapter Officers: Dorothy B. Magnus, *Pres.*; R. J. Scarborough, *Sec.* Active 19.
- Minnesota, University of**, Minneapolis, Minn. Chapter Officers: L. H. Reyerson, *Pres.*; Robert McClure, *Sec.* Active 440; Junior 4; Associate 5.
- Minnesota, University of (Duluth Branch)**, Duluth, Minn. Chapter Officers: Henry Ehlers, *Pres.*; Thomas W. Chamberlin, *Sec.* Active 79.
- Mississippi College**, Clinton, Miss. Active 1.
- Mississippi Southern College**, Hattiesburg, Miss. Active 13.

- Mississippi State College, State College, Miss. Chapter Officers: Arthur Ollivier, *Pres.*; Herschell G. Lewis, *Sec.* Active 18; Associate 3.
- Mississippi State College for Women, Columbus, Miss. Active 13.
- Mississippi, University of, University, Miss. Active 23; Associate 1.
- Missouri College, Central, Warrensburg, Mo. Active 26.
- Missouri School of Mines and Metallurgy, Rolla, Mo. Chapter Officers: Karl K. Kershner, *Pres.*; Clarence J. Monroe, *Sec.* Active 20.
- Missouri State College, Southeast, Cape Girardeau, Mo. Chapter Officers: F. B. Moore, *Pres.*; Helen deW. Bedford, *Sec.* Active 39; Associate 2.
- Missouri State College, Southwest, Springfield, Mo. Chapter Officers: Efton R. Henderson, *Pres.*; Laura A. Roman, *Sec.* Active 36; Associate 1.
- Missouri State Teachers College, Northeast, Kirksville, Mo. Active 16.
- Missouri State Teachers College, Northwest, Maryville, Mo. Chapter Officer: Mattie Dykes, *Pres.* Active 40.
- Missouri, University of, Columbia, Mo. Chapter Officers: Lloyd B. Thomas, *Pres.*; Robert S. Campbell, *Sec.* Active 247; Junior 1; Associate 5.
- Missouri Valley College, Marshall, Mo. Active 12.
- Modesto Junior College, Modesto, Calif. Active 1.
- Monmouth College, Monmouth, Ill. Chapter Officers: Dorothy Donald, *Pres.*; W. Malcolm Reid, *Sec.* Active 40; Associate 1.
- Montana School of Mines, Butte, Mont. Active 3.
- Montana State College, Bozeman, Mont. Chapter Officers: Eldon R. Dodge, *Pres.*; Thelma L. Laird, *Sec.* Active 24.
- Montana State Normal College, Dillon, Mont. Active 1; Associate 1.
- Montana State Normal School, Eastern, Billings, Mont. Chapter Officer: Vernon Cooper, *Pres.*; Active 15; Junior 1.
- Montana College, Northern, Havre, Mont. Active 1.
- Montana State University, Missoula, Mont. Chapter Officers: E. A. Atkinson, *Pres.*; Melvin Morris, *Sec.* Active 72; Associate 1.
- Monticello College, Godfrey, Ill. Active 1.
- Montreal University, Montreal, Que. Active 2.
- Moravian College, Bethlehem, Pa. Active 2.
- Morehead State College, Morehead, Ky. Active 8.
- Morgan State College, Baltimore, Md. Chapter Officers: J. Welfred Holmes, *Pres.*; Gladys H. Bradley, *Sec.* Active 37.
- Morningside College, Sioux City, Iowa. Chapter Officers: Charles R. Garland, *Pres.*; Marcia McNee, *Sec.* Active 23.
- Morton Junior College, Cicero, Ill. Active 1.
- Mount Holyoke College, South Hadley, Mass. Chapter Officers: Joseph McG. Bottkol, *Pres.*; Minnie E. Lemaire, *Sec.* Active 89; Junior 2.
- Mount Mercy College, Pittsburgh, Pa. Active 1.
- Mount St. Mary's College, Emmitsburg, Md. Active 1.
- Mount St. Vincent, College of, New York, N. Y. Active 1.
- Mount St. Scholastica College, Atchison, Kans. Active 1.

- Mount Union College**, Alliance, Ohio. Chapter Officers: L. A. Pappenhagen, *Pres.*; Jackson W. Rafeld, *Sec.* Active 34.
- Muhlenberg College**, Allentown, Pa. Active 9.
- Multnomah College**, Portland, Oreg. Chapter Officers: Wayne L. Sprague, *Pres.*; Elizabeth Orem, *Sec.* Active 14; Associate 1.
- Murray State Teachers College**, Murray, Ky. Active 3.
- Muskingum College**, New Concord, Ohio. Active 24; Associate 1.
- National College of Education**, Evanston, Ill. Chapter Officers: Bertha V. Leifeste, *Pres.*; Dorothy Weller, *Sec.* Active 14.
- Nazareth College**, Louisville, Ky. Active 1.
- Nebraska State Teachers College**, Chadron, Nebr. Active 2.
- Nebraska State Teachers College**, Kearney, Nebr. Chapter Officers: Jennie M. Conrad, *Pres.*; Bernice D. Mantor, *Sec.* Active 20.
- Nebraska State Teachers College**, Peru, Nebr. Active 1.
- Nebraska State Teachers College**, Wayne, Nebr. Chapter Officers: Ruth M. Williams, *Pres.*; Coral Stoddard, *Sec.* Active 29.
- Nebraska, University of**, Lincoln, Nebr. Chapter Officers: Royce H. Knapp, *Pres.*; Harold E. Wise, *Sec.* Active 203; Associate 5.
- Nebraska Wesleyan University**, Lincoln, Nebr. Active 2; Associate 1.
- Nevada, University of**, Reno, Nev. Chapter Officers: Robert M. Gorrell, *Pres.*; Austin E. Hutcheson, *Sec.* Active 58; Associate 1.
- New England Conservatory of Music**, Boston, Mass. Chapter Officers: Chester Williams, *Pres.*; Margaret C. Mason, *Sec.* Active 34; Junior 1.
- New Hampshire, University of**, Durham, N. H. Chapter Officers: S. R. Shimer, *Pres.*; Herbert J. Moss, *Sec.* Active 99; Junior 1; Associate 2.
- New Haven State Teachers College**, New Haven, Conn. Active 3.
- New Jersey State Teachers College**, Jersey City, N. J. Active 9.
- New Jersey State Teachers College**, Montclair, N. J. Active 11.
- New Jersey State Teachers College**, Newark, N. J. Chapter Officers: John C. Hutchison, *Pres.*; Marion E. Shea, *Sec.* Active 11.
- New Jersey State Teachers College**, Paterson, N. J. Active 1.
- New Jersey State Teachers College**, Trenton, N. J. Active 1.
- New Mexico College**, Eastern, Portales, N. Mex. Chapter Officers: B. June West, *Pres.*; Emily Langford, *Sec.* Active 46.
- New Mexico College of Agriculture and Mechanic Arts**, State College, N. Mex. Chapter Officers: Ira G. Clark, Jr., *Pres.*; Edith M. Lantz, *Sec.* Active 88; Junior 2.
- New Mexico Highlands University**, Las Vegas, N. Mex. Chapter Officer: Oscar B. Muench, *Pres.* Active 10.
- New Mexico Military Institute**, Roswell, N. Mex. Active 5.
- New Mexico School of Mines**, Socorro, N. Mex. Active 2; Associate 1.
- New Mexico State Teachers College**, Silver City, N. Mex. Chapter Officers: John H. Amy, *Pres.*; Winfred J. Lincoln, *Sec.* Active 21.

- New Mexico, University of, Albuquerque, N. Mex.** Chapter Officers: C. V. Wicker, *Pres.*; Nathaniel Wollman, *Sec.* Active 92; Junior 3.
- New Rochelle, College of, New Rochelle, N. Y.** Associate 1.
- New School, The, New York, N. Y.** Active 2; Associate 1.
- New York, Associated Colleges of Upper (Champlain College), Plattsburg, N. Y.** Chapter Officers: Gerald W. Anderson, *Pres.*; Laura M. Kingsbury, *Sec.* Active 59; Associate 1.
- New York, Associated Colleges of Upper (Middletown Center), Middletown, N. Y.** Active 2.
- New York, Associated Colleges of Upper (Sampson College), Sampson, N. Y.** Chapter Officer: Joseph P. Adessa, *Pres.* Active 128; Associate 1.
- New York Medical College, Flower and Fifth Avenue Hospitals, New York, N. Y.** Chapter Officer: Charles Haig, *Pres.* Active 18.
- New York State College for Teachers, Albany, N. Y.** Chapter Officers: Elizabeth H. Morris, *Pres.*; Edward L. Cooper, *Sec.* Active 112.
- New York State College for Teachers, Buffalo, N. Y.** Chapter Officers: Katheryne T. Whittemore, *Pres.*; Benjamin F. Gronewold, *Sec.* Active 123.
- New York State Teachers College, Brockport, N. Y.** Chapter Officers: George S. Queen, *Pres.*; Martin H. Rogers, *Sec.* Active 26.
- New York State Teachers College, Cortland, N. Y.** Chapter Officers: Donovan C. Moffet, *Pres.*; Dorothy G. Shenk, *Sec.* Active 26.
- New York State Teachers College, Fredonia, N. Y.** Chapter Officers: Roland C. Burton, *Pres.*; Ernest Hilton, *Sec.* Active 55.
- New York State Teachers College, Geneseo, N. Y.** Active 4.
- New York State Teachers College, New Paltz, N. Y.** Active 6.
- New York State Teachers College, Oneonta, N. Y.** Active 3.
- New York State Teachers College, Oswego, N. Y.** Chapter Officers: George E. Pitluga, *Pres.*; Dorothy Rogers, *Sec.* Active 35.
- New York State Teachers College, Plattsburg, N. Y.** Active 3.
- New York State Teachers College, Potsdam, N. Y.** Active 11; Junior 1; Associate 1.
- New York University, New York, N. Y.** Chapter Officers: Hollis Cooley, *Pres.*; George B. Vetter, *Sec.* Active 182; Junior 1; Associate 6.
- Newark College of Engineering, Newark, N. J.** Active 12.
- Newark, University of, Newark, N. J.** Active 5.
- Newberry College, Newberry, S. C.** Active 5.
- North Carolina College at Durham, Durham, N. C.** Chapter Officers: Raleigh Morgan, Jr., *Pres.*; W. Edward Farrison, *Sec.* Active 28.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C.** Chapter Officer: Selz C. Mayo, *Sec.* Active 33; Associate 3.
- North Carolina, East Carolina Teachers College of, Greenville, N. C.** Chapter Officers: Bartholomew B. Brandt, *Pres.*; Beecher Flanagan, *Sec.* Active 20.

- North Carolina, University of, Chapel Hill, N. C. Chapter Officers: Glen Haydon, *Pres.*; Walter Spearman, *Sec.* Active 115; Junior 1; Associate 1.
- North Carolina, Woman's College of the University of, Greensboro, N. C. Active 24.
- North Central College, Naperville, Ill. Active 7.
- North Dakota Agricultural College, Fargo, N. Dak. Chapter Officers: Ray T. Wendland, *Pres.*; Reece L. Bryant, *Sec.* Active 99; Associate 2.
- North Dakota School of Forestry, Bottineau, N. Dak. Active 1.
- North Dakota State Teachers College, Dickinson, N. Dak. Active 1.
- North Dakota State Teachers College, Minot, N. Dak. Chapter Officers: L. Paschal Monk, *Pres.*; Verna L. Wickham, *Sec.* Active 44.
- North Dakota State Teachers College, Valley City, N. Dak. Active 1.
- North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: Arleigh L. Lincoln, *Pres.*; Myrtle Pedersen, *Sec.* Active 121.
- Northeastern University, Boston, Mass. Active 4.
- Northwestern University, Evanston, Ill. Chapter Officers: A. H. Nethercot, *Pres.*; Stewart Y. McMullen, *Sec.* Active 264; Associate 1.
- Norwich University, Northfield, Vt. Active 8; Associate 1.
- Notre Dame College, South Euclid, Ohio. Active 1.
- Notre Dame, University of, Notre Dame, Ind. Chapter Officers: Paul Nastucoff, *Pres.*; Paul E. McLane, *Sec.* Active 154; Junior 5.
- Oberlin College, Oberlin, Ohio. Chapter Officers: Joseph R. Reichard, *Pres.*; Norman Sacks, *Sec.* Active 96; Associate 1.
- Occidental College, Los Angeles, Calif. Chapter Officer: Harry A. Kirkpatrick, *Pres.* Active 23.
- Ohio State University, Columbus, Ohio. Chapter Officers: Edmund M. Spieker, *Pres.*; David W. Lattimer, *Sec.* Active 267; Junior 8; Associate 3.
- Ohio University, Athens, Ohio. Chapter Officers: Amos C. Anderson, *Pres.*; Atwell M. Wallace, *Sec.* Active 106; Associate 2.
- Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: Theodore C. Dunham, *Pres.*; Florence S. Avery, *Sec.* Active 63; Associate 1.
- Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Active 39; Associate 2.
- Oklahoma College for Women, Chickasha, Okla. Active 3.
- Oklahoma, Central State College of, Edmond, Okla. Active 4; Junior 1.
- Oklahoma, Northeastern State College of, Tahlequah, Okla. Active 1.
- Oklahoma, Northwestern State College of, Alva, Okla. Chapter Officers: John N. Cameron, *Pres.*; Anna B. Fisher, *Sec.* Active 37.
- Oklahoma, Southeastern State College of, Durant, Okla. Chapter Officers: Eugene E. Slaughter, *Pres.*; Olin R. Bridges, *Sec.* Active 8.
- Oklahoma, University of, Norman, Okla. Chapter Officers: Howard W. Larsh, *Pres.*; Laura Miller, *Sec.* Active 223; Junior 1; Associate 5.

- Omaha, University of, Omaha, Nebr. Chapter Officers: T. Earl Sullenger, *Pres.*; Ralph M. Wardle, *Sec.* Active 48; Junior 2.
- Ontario, University of Western, London, Ont. Active 1.
- Oregon College of Education, Monmouth, Ore. Active 3.
- Oregon College of Education, Eastern, LaGrande, Ore. Chapter Officer: Ralph E. Badgley, *Pres.* Active 5.
- Oregon College of Education, Southern, Ashland, Ore. Chapter Officers: Arthur Kreisman, *Pres.*; Donald E. Lewis, *Sec.* Active 23; Associate 1.
- Oregon State College, Corvallis, Ore. Chapter Officer: H. E. Childs, *Pres.* Active 162; Associate 2.
- Oregon, University of, Eugene, Ore. Chapter Officers: Adolf H. Kunz, *Pres.*; Paul W. Ellis, *Sec.* Active 161; Associate 1.
- Osteopathic Physicians and Surgeons, College of, Los Angeles, Calif. Active 1.
- Ottawa University, Ottawa, Kans. Active 1.
- Otterbein College, Westerville, Ohio. Active 3.
- Our Lady of the Lake College, San Antonio, Tex. Active 1.
- Pacific, College of the, Stockton, Calif. Active 4.
- Pacific Lutheran College, Parkland, Wash. Active 5.
- Pacific School of Religion, Berkeley, Calif. Associate 1.
- Pacific University, Forest Grove, Ore. Chapter Officers: Clifford P. Rowe, *Pres.*; Andrew R. Noble, *Sec.* Active 35.
- Park College, Parkville, Mo. Active 18.
- Parsons College, Fairfield, Iowa. Active 1.
- Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: Annabelle B. Horn, *Pres.*; J. Cutler Andrews, *Sec.* Active 40; Junior 1; Associate 2.
- Pennsylvania State College, State College, Pa. Chapter Officers: Corliss R. Kinney, *Pres.*; Mary L. Willard, *Sec.* Active 459; Associate 2.
- Pennsylvania State College (Swarthmore Center), Swarthmore, Pa. Chapter Officers: Chester R. Corsen, *Pres.*; H. W. Allison, *Sec.* Active 10.
- Pennsylvania State Teachers College, Bloomsburg, Pa. Active 8.
- Pennsylvania State Teachers College, California, Pa. Chapter Officer: George S. Hart, *Sec.* Active 7.
- Pennsylvania State Teachers College, Clarion, Pa. Active 1.
- Pennsylvania State Teachers College, East Stroudsburg, Pa. Active 3.
- Pennsylvania State Teachers College, Edinboro, Pa. Active 2.
- Pennsylvania State Teachers College, Indiana, Pa. Chapter Officer: Edward W. Bieghler, *Pres.* Active 14.
- Pennsylvania State Teachers College, Kutztown, Pa. Active 4.
- Pennsylvania State Teachers College, Lock Haven, Pa. Chapter Officers: A. S. Rude, *Pres.*; Ruth M. Holmes, *Sec.* Active 11; Associate 1.
- Pennsylvania State Teachers College, Millersville, Pa. Chapter Officers: Lee E. Boyer, *Pres.*; Joseph Torchia, *Sec.* Active 21.
- Pennsylvania State Teachers College, Shippensburg, Pa. Active 1.

- Pennsylvania State Teachers College, Slippery Rock, Pa. Active 1; Associate 1.
- Pennsylvania State Teachers College, West Chester, Pa. Chapter Officers: William Benner, *Pres.*; Lloyd C. Mitchell, *Sec.* Active 23; Junior 1.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: Miles Murphy, *Pres.*; Blake E. Nicholson, *Sec.* Active 220; Junior 4; Associate 3.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 3.
- Philadelphia College of Pharmacy and Science, Philadelphia, Pa. Active 2.
- Phillips University, Enid, Okla. Active 3.
- Phoenix College, Phoenix, Ariz. Active 16.
- Pikeville Junior College, Pikeville, Ky. Active 6.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: Putnam F. Jones, *Pres.*; Richard H. McCoy, *Sec.* Active 182; Associate 4.
- Plymouth Teachers College, Plymouth, N. H. Associate 1.
- Prairie View Agricultural and Mechanical College, Prairie View, Tex. Active 4.
- Princeton University, Princeton, N. J. Chapter Officers: Ira O. Wade, *Pres.*; Samuel DeC. Atkins, *Sec.* Active 122; Junior 4; Associate 3.
- Princeton Theological Seminary, Princeton, N. J. Active 1.
- Principia, The, Elmhurst, Ill. Chapter Officer: Charles T. Haupt, *Pres.* Active 17.
- Puerto Rico, Polytechnic Institute of, San German, P. R. Active 2.
- Puerto Rico, University of, Rio Piedras, P. R. Chapter Officers: Reece B. Bothwell, *Pres.*; Jose M. Laracuente, *Sec.* Active 70; Junior 1; Associate 1.
- Puget Sound, College of, Tacoma, Wash. Active 7.
- Purdue University, Lafayette, Ind. Chapter Officers: J. Holmes Martin, *Pres.*; Esther Schlundt, *Sec.* Active 254; Junior 1; Associate 2.
- Queens College, Flushing, N. Y. Chapter Officers: Robert H. Ball, *Pres.*; W. Virgil Nestrick, *Sec.* Active 75; Junior 1; Associate 2.
- Queens College, Charlotte, N. C. Chapter Officers: John W. McCutchan, *Pres.*; Eleanor L. Jenkins, *Sec.* Active 19.
- Queens University, Kingston, Ont. Active 2.
- Radcliffe College, Cambridge, Mass. Active 2.
- Randolph-Macon College, Ashland, Va. Active 1.
- Randolph-Macon Woman's College, Lynchburg, Va. Active 16, Associate 2.
- Redlands, University of, Redlands, Calif. Chapter Officers: Lawrence E. Nelson, *Pres.*; Alvin S. Haag, *Sec.* Active 58; Associate 1.
- Reed College, Portland, Oreg. Chapter Officers: Reginald F. Arragon, *Pres.*; Ruth G. Collier, *Sec.* Active 28; Associate 1.
- Rensselaer Polytechnic Institute, Troy, N. Y. Active 18.

- Rhode Island State College**, Kingston, R. I. Chapter Officers: Winfield S. Briggs, *Pres.*; Anna T. Cussen, *Sec.* Active 126; Associate 3.
- Rice Institute**, Houston, Tex. Chapter Officers: George G. Williams, *Pres.*; Fred V. Shelton, *Sec.* Active 26; Associate 1.
- Richmond, University of**, Richmond, Va. Active 14.
- Ricks College**, Rexburg, Idaho. Active 2.
- Ripon College**, Ripon, Wis. Chapter Officers: Robert M. Agard, *Pres.*; Charles Nichols, Jr., *Sec.* Active 20; Associate 1.
- Riverside College**, Riverside, Calif. Chapter Officers: Julius K. Richards, *Pres.*; Lawson Cooper, *Sec.* Active 9; Junior 1.
- Roanoke College**, Salem, Va. Active 4; Associate 1.
- Robert College**, Istanbul, Turkey. Active 6.
- Rochester, University of**, Rochester, N. Y. Chapter Officers: Glenn C. Wiltsey, *Pres.*; Dorothy L. Bernstein, *Sec.* Active 104.
- Rockford College**, Rockford, Ill. Chapter Officers: Mabel L. Staudinger, *Pres.*; Jeannette O. Anderson, *Sec.* Active 24.
- Rocky Mountain College**, Billings, Mont. Active 2.
- Rollins College**, Winter Park, Fla. Chapter Officers: Edward F. Jones, *Pres.*; Flora L. Magoun, *Sec.* Active 24.
- Roosevelt College**, Chicago, Ill. Chapter Officers: Dale Pontius, *Pres.*; Willard Abraham, *Sec.* Active 83.
- Rosary College**, River Forest, Ill. Active 4.
- Rose Polytechnic Institute**, Terre Haute, Ind. Chapter Officers: Edward H. Eckerman, *Pres.*; Theodore P. Palmer, *Sec.* Active 22.
- Russell Sage College**, Troy, N. Y. Chapter Officers: Elinor Ware, *Pres.*; Marjorie Burditt, *Sec.* Active 59; Associate 1.
- Rutgers University**, New Brunswick, N. J. Chapter Officers: Walter Peabody, *Pres.*; Henry S. Sommers, *Sec.* Active 148; Junior 2; Associate 1.
- Rutgers University (Newark Colleges)**, Newark, N. J. Chapter Officers: Simon W. Heimlich, *Pres.*; F. W. Whiteside, Jr., *Sec.* Active 81; Junior 1; Associate 1.
- Sacramento College**, Sacramento, Calif. Active 1.
- St. Ambrose College**, Davenport, Iowa. Active 1.
- St. Elizabeth, College of**, Convent Station, N. J. Active 1.
- St. Francis College**, Loretto, Pa. Active 1.
- St. John's College**, Annapolis, Md. Active 2; Associate 1.
- St. John's University**, Brooklyn, N. Y. Chapter Officers: C. J. Kierman, *Pres.*; R. J. McCall, *Sec.* Active 37.
- St. Joseph's College**, West Hartford, Conn. Active 2.
- St. Joseph's College**, Emmitsburg, Md. Active 1.
- St. Joseph's College**, Philadelphia, Pa. Active 1.
- St. Joseph's College for Women**, Brooklyn, N. Y. Active 2.
- St. Lawrence University**, Canton, N. Y. Chapter Officers: Rutherford E. Delmage, *Pres.*; John J. Carroll, *Sec.* Active 34; Associate 2.

- St. Louis University, St. Louis, Mo. Active 22.
St. Mary's College, St. Mary's, Calif. Active 1.
St. Mary's College, Notre Dame, Ind. Active 1.
St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Active 4.
St. Michael's College, Winsooki Park, Vt. Chapter Officers: Jeremiah K. Durick, *Pres.*; Leonard A. Caners, *Sec.* Active 21; Junior 1.
St. Norbert College, West De Pere, Wis. Active 1.
St. Olaf College, Northfield, Minn. Active 4.
St. Peter's College, Jersey City, N. J. Active 2.
St. Teresa, College of, Winona, Minn. Active 3.
St. Thomas, College of, St. Paul, Minn. Chapter Officers: William D. Larson, *Pres.*; David R. Watkins, *Sec.* Active 28.
Salem College, Winston-Salem, N. C. Active 6.
Sam Houston State Teachers College, Huntsville, Tex. Active 10; Junior 1.
San Angelo College, San Angelo, Tex. Active 1.
San Bernardino Valley College, San Bernardino, Calif. Chapter Officers: Edmund J. Robins, *Pres.*; John H. Walters, *Sec.* Active 19.
San Diego State College, San Diego, Calif. Chapter Officers: Ernest Marchand, *Pres.*; Mabel A. Myers, *Sec.* Active 88; Associate 2.
San Francisco, The City College of, San Francisco, Calif. Active 67.
San Francisco College for Women, San Francisco, Calif. Active 3.
San Francisco State College, San Francisco, Calif. Chapter Officers: Leonard Pockman, *Pres.*; Wendell Otey, *Sec.* Active 59.
San Francisco, University of, San Francisco, Calif. Active 1.
San Jose State College, San Jose, Calif. Chapter Officers: Harrison F. Heath, *Pres.*; Benjamin F. Naylor, *Sec.* Active 74.
San Mateo Junior College, San Mateo, Calif. Active 5.
Santa Clara, University of, Santa Clara, Calif. Active 3.
Sarah Lawrence College, Bronxville, N. Y. Active 3.
Saskatchewan, University of, Saskatoon, Sask. Active 1.
Scranton, University of, Scranton, Pa. Active 20.
Seattle Pacific College, Seattle, Wash. Active 1.
Seneca, Colleges of the, Geneva, N. Y. Chapter Officer: Kathryn G. Cook, *Sec.* Active 36; Associate 1.
Seton Hall College, South Orange, N. J. Active 24.
Seton Hill College, Greensburg, Pa. Chapter Officers: Helen V. Irwin, *Pres.*; John Biller, *Sec.* Active 11.
Shepherd College, Shepherdstown, W. Va. Chapter Officers: W. R. Thacher, *Pres.*; Warren B. Horner, *Sec.* Active 23.
Shorter College, Rome, Ga. Active 5; Associate 1.
Shurtleff College, Alton, Ill. Chapter Officers: Gordon D. Shipman, *Pres.*; Mary A. Keirle, *Sec.* Active 13.
Simmons College, Boston, Mass. Active 25; Associate 1.
Simpson College, Indianola, Iowa. Active 3.
Sioux Falls College, Sioux Falls, S. Dak. Active 15.

- Skidmore College, Saratoga Springs, N. Y. Chapter Officers: Theophile Krawiec, *Pres.*; Sylvia S. Emery, *Sec.* Active 55; Junior 1; Associate 2.
- Smith College, Northampton, Mass. Chapter Officers: Gwendolen M. Carter, *Pres.*; John J. McCue, *Sec.* Active 84.
- South, University of the, Sewanee, Tenn. Active 6.
- South Carolina, Medical College of the State of, Charleston, S. C. Active 4.
- South Carolina, State Colored Normal, Industrial, Agricultural and Mechanical College of, Orangeburg, S. C. Active 1.
- South Carolina, University of, Columbia, S. C. Chapter Officers: J. Edwin Whitesell, *Pres.*; Nelle Douglas, *Sec.* Active 87; Associate 1.
- South Dakota School of Mines, Rapid City, S. Dak. Active 1.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 7; Associate 1.
- South Dakota, Northern State Teachers College of, Aberdeen, S. Dak. Chapter Officers: N. H. McWaldt, *Pres.*; Vera Lighthall, *Sec.* Active 12; Associate 1.
- South Dakota, University of, Vermillion, S. Dak. Chapter Officers: Henry V. Cobb, *Pres.*; Paul C. Mathis, *Sec.* Active 53; Associate 1.
- Southern California, University of, Los Angeles, Calif. Chapter Officers: Anton B. Burg, *Pres.*; Russell L. Caldwell, *Sec.* Active 374; Junior 22; Associate 3.
- Southern Idaho College of Education, Albion, Idaho. Active 1.
- Southern Methodist University, Dallas, Tex. Chapter Officers: Roy R. Ray, *Pres.*; A. Q. Sartain, *Sec.* Active 89; Associate 1.
- Southern University and Agricultural and Mechanical College, Scotlandville, La. Chapter Officers: Russell M. Ampey, *Pres.*; Leander L. Boykin, *Sec.* Active 22.
- Southwestern, Memphis, Tenn. Active 7.
- Southwestern College, Winfield, Kans. Active 2.
- Southwestern Institute of Technology, Weatherford, Okla. Active 2.
- Southwestern Medical Foundation, Dallas, Tex. Active 7.
- Southwestern University, Georgetown, Tex. Active 1.
- Springfield College, Springfield, Mass. Chapter Officer: S. Justus McKinley, *Pres.* Active 24; Associate 1.
- Stanford University, Stanford, Calif. Chapter Officers: Thomas A. Bailey, *Pres.*; Philip W. Harsh, *Sec.* Active 179; Junior 2.
- Stephen F. Austin State Teachers College, Nacogdoches, Tex. Chapter Officers: Curtis F. Sheley, *Pres.*; Valine Hobbs, *Sec.* Active 28.
- Stephens College, Columbia, Mo. Chapter Officers: Donald Bird, *Pres.*; Melania Rogers, *Sec.* Active 56.
- Stevens Institute of Technology, Hoboken, N. J. Active 1; Associate 2.
- Stout Institute, Menomonie, Wis. Chapter Officers: E. R. Oetting, *Pres.*; Mary M. McCalmont, *Sec.* Active 24; Associate 1.
- Stowe Teachers College, St. Louis, Mo. Chapter Officers: L. Simington Curtis, *Pres.*; Clayda J. Williams, *Sec.* Active 10.

- Sul Ross State Teachers College, Alpine, Tex. Active 7.
Superior State College, Superior, Wis. Active 3.
Susquehanna University, Selinsgrove, Pa. Active 11.
Swarthmore College, Swarthmore, Pa. Chapter Officers: D. G. Foster, *Pres.*;
Walter J. Scott, *Sec.* Active 57; Associate 1.
Sweet Briar College, Sweet Briar, Va. Chapter Officers: Lawrence G.
Nelson, *Pres.*; Eva M. Sanford, *Sec.* Active 41; Junior 1; Associate 1.
Syracuse University, Syracuse, N. Y. Chapter Officers: Robert E. Stone,
Pres.; Malcolm MacLaren, Jr., *Sec.* Active 321; Junior 1; Associate 2.
- Talladega College, Talladega, Ala. Active 6; Associate 1.
Tarkio College, Tarkio, Mo. Active 2.
Taylor University, Upland, Ind. Active 2.
Temple University, Philadelphia, Pa. Chapter Officers: James W. Woodard,
Pres.; John B. Roberts, *Sec.* Active 168; Associate 1.
Tennessee Agricultural and Industrial State College, Nashville, Tenn. Active
9.
Tennessee Polytechnic Institute, Cookeville, Tenn. Active 3.
Tennessee State College, East, Johnson City, Tenn. Active 2.
Tennessee State College, Middle, Murfreesboro, Tenn. Chapter Officers:
Carlton C. Sims, *Pres.*; Emily Calcott, *Sec.* Active 18.
Tennessee, University of, Knoxville, Tenn. Chapter Officers: LeRoy P.
Graf, *Pres.*; W. Roger Rusk, *Sec.* Active 139; Associate 3.
Texas, Agricultural and Mechanical College of, College Station, Tex. Chap-
ter Officers: Norman F. Rode, *Pres.*; Earl M. Hildebrand, *Sec.* Active
176; Associate 1.
Texas Christian University, Fort Worth, Tex. Active 9.
Texas College, Tyler, Tex. Active 3.
Texas College of Arts and Industries, Kingsville, Tex. Chapter Officers:
Eldon D. Brinley, *Pres.*; Elizabeth A. Oliphant, *Sec.* Active 52; Junior 1.
Texas College of Mines and Metallurgy, El Paso, Tex. Active 7.
Texas Lutheran College, Seguin, Tex. Active 1.
Texas State College for Women, Denton, Tex. Chapter Officers: Eleanor
James, *Pres.*; Arthur W. Woolsey, *Sec.* Active 99.
Texas State Teachers College, East, Commerce, Tex. Chapter Officers:
Vernon Hughes, *Pres.*; Elizabeth Henderson, *Sec.* Active 43; Associate 1.
Texas State Teachers College, North, Denton, Tex. Chapter Officers: Sam
B. Barton, *Pres.*; Editha Luecke, *Sec.* Active 111; Junior 1; Associate 1.
Texas State Teachers College, Southwest, San Marcos, Tex. Active 22; As-
sociate 2.
Texas State Teachers College, West, Canyon, Tex. Active 4.
Texas State University for Negroes, Houston, Tex. Chapter Officers: James
W. White, *Pres.*; Rosalie O. Whitmore, *Sec.* Active 53.
Texas Technological College, Lubbock, Tex. Chapter Officers: Sam Leifeste,
Pres.; S. M. Kennedy, Jr., *Sec.* Active 90; Junior 5; Associate 1.

- Texas, University of, Austin, Tex. Chapter Officers: J. Alton Burdine, *Pres.*; Marian B. Davis, *Sec.* Active 262; Associate 3.
- Thiel College, Greenville, Pa. Active 3; Associate 1.
- Toledo, University of, Toledo, Ohio. Chapter Officers: Mary L. Brower, *Pres.*; Margaret Zaugg, *Sec.* Active 91; Junior 1; Associate 3.
- Toronto, University of, Toronto, Ont. Active 3.
- Transylvania College, Lexington, Ky. Active 7.
- Trinity College, Hartford, Conn. Chapter Officers: Lawrence W. Towle, *Pres.*; Irwin A. Buell, *Sec.* Active 42; Associate 1.
- Trinity College, Washington, D. C. Active 1.
- Trinity University, San Antonio, Tex. Active 7.
- Tufts College, Medford, Mass. Chapter Officers: Van Johnson, *Pres.*; Elliott K. Shapira, *Sec.* Active 86; Associate 1.
- Tulane University of Louisiana, New Orleans, La. Chapter Officers: John R. Englekirk, Jr., *Pres.*; Gladys A. Renshaw, *Sec.* Active 108.
- Tulsa, University of, Tulsa, Okla. Chapter Officers: Lester F. Zimmerman, *Pres.*; James E. Kirkpatrick, *Sec.* Active 71; Associate 2.
- Tusculum College, Greenville, Tenn. Active 3.
- Tuskegee Institute, Tuskegee, Ala. Active 5.
- Union College and University, Schenectady, N. Y. Chapter Officers: Alfred T. Goble, *Pres.*; John C. Warren, *Sec.* Active 79.
- United States Coast Guard Academy, New London, Conn. Active 1.
- United States Military Academy, West Point, N. Y. Active 2.
- United States Naval Academy, Annapolis, Md. Active 10.
- United States Naval Postgraduate School, Monterey, Calif. Chapter Officers: Allen E. Vivell, *Pres.*; N. W. Buerger, *Sec.* Active 54.
- Upsala College, East Orange, N. J. Chapter Officers: M. A. Nordgaard, *Pres.*; James Fergusson, *Sec.* Active 60.
- Ursinus College, Collegeville, Pa. Chapter Officers: Helen Garrett, *Pres.*; Charles W. Matlack, *Sec.* Active 41.
- Utah State Agricultural College, Logan, Utah. Chapter Officers: R. Welling Roskelley, *Pres.*; Kenneth R. Stevens, *Sec.* Active 91.
- Utah, University of, Salt Lake City, Utah. Chapter Officers: Don M. Rees, *Pres.*; Lila M. Canavan, *Sec.* Active 106; Associate 1.
- Valparaiso University, Valparaiso, Ind. Active 1.
- Vanderbilt University, Nashville, Tenn. Chapter Officers: H. C. Nixon, *Pres.*; C. S. Shoup, *Sec.* Active 28; Junior 1.
- Vassar College, Poughkeepsie, N. Y. Chapter Officers: Ruth Ellis, *Pres.*; Evelyn Yellow Robe, *Sec.* Active 84; Junior 1.
- Vermont, University of, Burlington, Vt. Chapter Officers: Fred D. Carpenter, *Pres.*; Sidney B. Smith, *Sec.* Active 70; Associate 3.
- Villanova College, Villanova, Pa. Chapter Officers: Edward L. Haenisch, *Pres.*; William C. A. Henry, *Sec.* Active 7.

- Virginia, Medical College of, Richmond, Va. Chapter Officers: Hjalmar L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 26.
- Virginia Military Institute, Lexington, Va. Active 5.
- Virginia Polytechnic Institute, Blacksburg, Va. Chapter Officers: Markham L. Peacock, *Pres.*; James L. Hammer, *Sec.* Active 57.
- Virginia Polytechnic Institute (Radford College), Radford, Va. Active 10.
- Virginia State College, Petersburg, Va. Chapter Officer: Walter N. Ridley, *Pres.* Active 27; Junior 1.
- Virginia State Teachers College, Farmville, Va. Chapter Officers: C. G. Gordon Moss, *Pres.*; Florence H. Stubbs, *Sec.* Active 31.
- Virginia Union University, Richmond, Va. Chapter Officers: John W. Riley, *Pres.*; Lawrence D. Smith, *Sec.* Active 15.
- Virginia, University of, University, Va. Chapter Officers: F. N. House, *Pres.*; Marcus B. Mallett, *Sec.* Active 83; Associate 1.
- Virginia, University of (Mary Washington College), Fredericksburg, Va. Chapter Officers: Robert L. Hilldrup, *Pres.*; Alice L. Edwards, *Sec.* Active 66; Junior 1.
- Wabash College, Crawfordsville, Ind. Active 22.
- Wagner Memorial Lutheran College, Staten Island, N. Y. Associate 1.
- Wake Forest College, Wake Forest, N. C. Active 10.
- Wartburg Theological Seminary, Dubuque, Iowa. Associate 1.
- Washburn Municipal University of Topeka, Topeka, Kans. Chapter Officers: Vernon M. French, *Pres.*; Agnes Lebeda, *Sec.* Active 34; Associate 1.
- Washington College, Chestertown, Md. Active 10.
- Washington College of Education, Central, Ellensburg, Wash. Chapter Officers: Dorothy Dean, *Pres.*; Sidnie Davies, *Sec.* Active 77; Associate 1.
- Washington College of Education, Eastern, Cheney, Wash. Chapter Officers: Cecil Dryden, *Pres.*; Obed Williamson, *Sec.* Active 47.
- Washington College of Education, Western, Bellingham, Wash. Chapter Officers: Fred W. Knapman, *Pres.*; Arthur C. Hicks, *Sec.* Active 31.
- Washington and Jefferson College, Washington, Pa. Chapter Officers: Raymond M. Bell, *Pres.*; Donald W. Bradeen, *Sec.* Active 46.
- Washington and Lee University, Lexington, Va. Chapter Officer: G. D. Hancock, *Sec.* Active 13.
- Washington, State College of, Pullman, Wash. Chapter Officers: H. J. Deutsch, *Pres.*; Ruth Rader, *Sec.* Active 113; Junior 2.
- Washington University, St. Louis, Mo. Chapter Officers: Paul R. Rider, *Pres.*; George D. Stout, *Sec.* Active 72; Junior 1; Associate 3.
- Washington, University of, Seattle, Wash. Chapter Officers: William S. Hopkins, *Pres.*; Edward C. Lingafelter, *Sec.* Active 429; Associate 1.
- Wayne University, Detroit, Mich. Chapter Officers: A. Dayle Wallace, *Pres.*; Gordon B. Ray, *Sec.* Active 151; Junior 3; Associate 6.
- Webb Institute of Naval Architecture, Glen Cove, N. Y. Active 5.
- Wellesley College, Wellesley, Mass. Chapter Officers: Mary B. Trendley, *Pres.*; Edith Melcher, *Sec.* Active 83; Associate 3.

- Wells College, Aurora, N. Y. Chapter Officers: Kurt Wilk, *Pres.*; Mabel A. Magee, *Sec.* Active 36; Junior 1; Associate 2.
- Wesleyan College, Macon, Ga. Active 6.
- Wesleyan University, Middletown, Conn. Chapter Officers: Fred B. Millett, *Pres.*; Victor Jones, *Sec.* Active 51; Junior 1.
- West Liberty State College, West Liberty, W. Va. Active 6.
- West Virginia State College, Institute, W. Va. Chapter Officers: Frederick Lehner, *Pres.*; Mary A. W. Avent, *Sec.* Active 21.
- West Virginia University, Morgantown, W. Va. Chapter Officers: Albert Abel, *Pres.*; Elmer M. Grieder, *Sec.* Active 110; Associate 1.
- West Virginia Wesleyan College, Buckhannon, W. Va. Chapter Officers: Lewis H. Chrisman, *Pres.*; Samuel A. Small, *Sec.* Active 23; Associate 1.
- Westbrook Junior College, Portland, Maine. Active 1.
- Western College, Oxford, Ohio. Chapter Officers: Isabel St. John Bliss, *Pres.*; Ruth B. Wittig, *Sec.* Active 22.
- Western Reserve University, Cleveland, Ohio. Chapter Officers: Henry M. Busch, *Pres.*; Dorothy C. Hockey, *Sec.* Active 109; Junior 1; Associate 6.
- Westminster College, Fulton, Mo. Active 6.
- Westminster College, New Wilmington, Pa. Chapter Officers: C. Dorothy Kirkbride, *Pres.*; Alice K. Schuster, *Sec.* Active 35.
- Westminster College, Salt Lake City, Utah. Active 4.
- Wheaton College, Wheaton, Ill. Active 4.
- Wheaton College, Norton, Mass. Chapter Officers: Carolyn M. Clewes, *Pres.*; Lucile E. Bush, *Sec.* Active 44; Associate 1.
- Wheelock College, Boston, Mass. Active 5.
- Whitman College, Walla Walla, Wash. Chapter Officers: Ronald V. Sires, *Pres.*; James G. Sheldon, *Sec.* Active 31.
- Whittier College, Whittier, Calif. Active 21; Associate 1.
- Whitworth College, Spokane, Wash. Active 3.
- Wichita, The Municipal University of, Wichita, Kans. Chapter Officers: Eugene Savaiano, *Pres.*; Ferna E. Wrestler, *Sec.* Active 69.
- Wilberforce University, Wilberforce, Ohio. Active 30; Associate 1.
- Wilkes College, Wilkes-Barre, Pa. Active 8.
- Willamette University, Salem, Oreg. Chapter Officers: Melvin H. Geist, *Pres.*; Leslie J. Sparks, *Sec.* Active 26.
- Willimantic State Teachers College, Willimantic, Conn. Active 1.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: James W. Miller, *Pres.*; Marcel A. Reboussin, *Sec.* Active 67; Associate 1.
- William and Mary, College of (Norfolk Division), Norfolk, Va. Chapter Officers: W. Gerald Akers, *Pres.*; Paula Mallery, *Sec.* Active 29; Associate 1.
- William Jewell College, Liberty, Mo. Active 2.
- Williams College, Williamstown, Mass. Chapter Officers: D. E. Richmond, *Pres.*; Anthony Plansky, *Sec.* Active 45; Associate 1.
- Wilmington College, Wilmington, Ohio. Active 2.

- Wilson College, Chambersburg, Pa. Active 17.
Wilson Teachers College, Washington, D. C. Chapter Officer: Henry W. Olson, *Pres.* Active 5.
Winthrop College, Rock Hill, S. C. Chapter Officers: Herman J. Bryson, *Pres.*; Dorothy M. Forsythe, *Sec.* Active 61; Associate 2.
Wisconsin State Teachers College, Eau Claire, Wis. Chapter Officers: Laura E. Sutherland, *Pres.*; W. E. Slagg, *Sec.* Active 37.
Wisconsin State Teachers College, LaCrosse, Wis. Chapter Officers: Marie P. Toland, *Pres.*; Marjorie M. Smith, *Sec.* Active 28.
Wisconsin State Teachers College, Milwaukee, Wis. Active 9.
Wisconsin State Teachers College, Platteville, Wis. Active 1; Associate 1.
Wisconsin State Teachers College, River Falls, Wis. Chapter Officers: Ernst F. Jurgens, *Pres.*; Vera Moss, *Sec.* Active 22; Associate 1.
Wisconsin State Teachers College, Stevens Point, Wis. Active 1.
Wisconsin State Teachers College, Whitewater, Wis. Active 4.
Wisconsin, University of, Madison, Wis. Chapter Officers: Richard Hartshorne, *Pres.*; Flora Hanning, *Sec.* Active 390; Junior 1; Associate 5.
Wittenberg College, Springfield, Ohio. Active 8; Associate 1.
Wofford College, Spartanburg, S. C. Associate 1.
Wooster, College of, Wooster, Ohio. Active 15.
Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 9.
Wyoming, University of, Laramie, Wyo. Chapter Officers: T. A. Larson, *Pres.*; Rollin H. Denniston, III, *Sec.* Active 77; Junior 1; Associate 3.
- Xavier University, Cincinnati, Ohio. Active 3.
Xavier University, New Orleans, La. Chapter Officer: Paul A. Kunkel, *Sec.* Active 9.
Yale University, New Haven, Conn. Chapter Officers: Leonard Labaree, *Pres.*; Ralph C. Jones, *Sec.* Active 113; Junior 1; Associate 1.
- Yankton College, Yankton, S. Dak. Chapter Officers: Harry Savage, *Pres.*; Hans Janssen, *Sec.* Active 34.
Yeshiva University, New York, N. Y. Active 7.
Youngstown College, Youngstown, Ohio. Active 2.

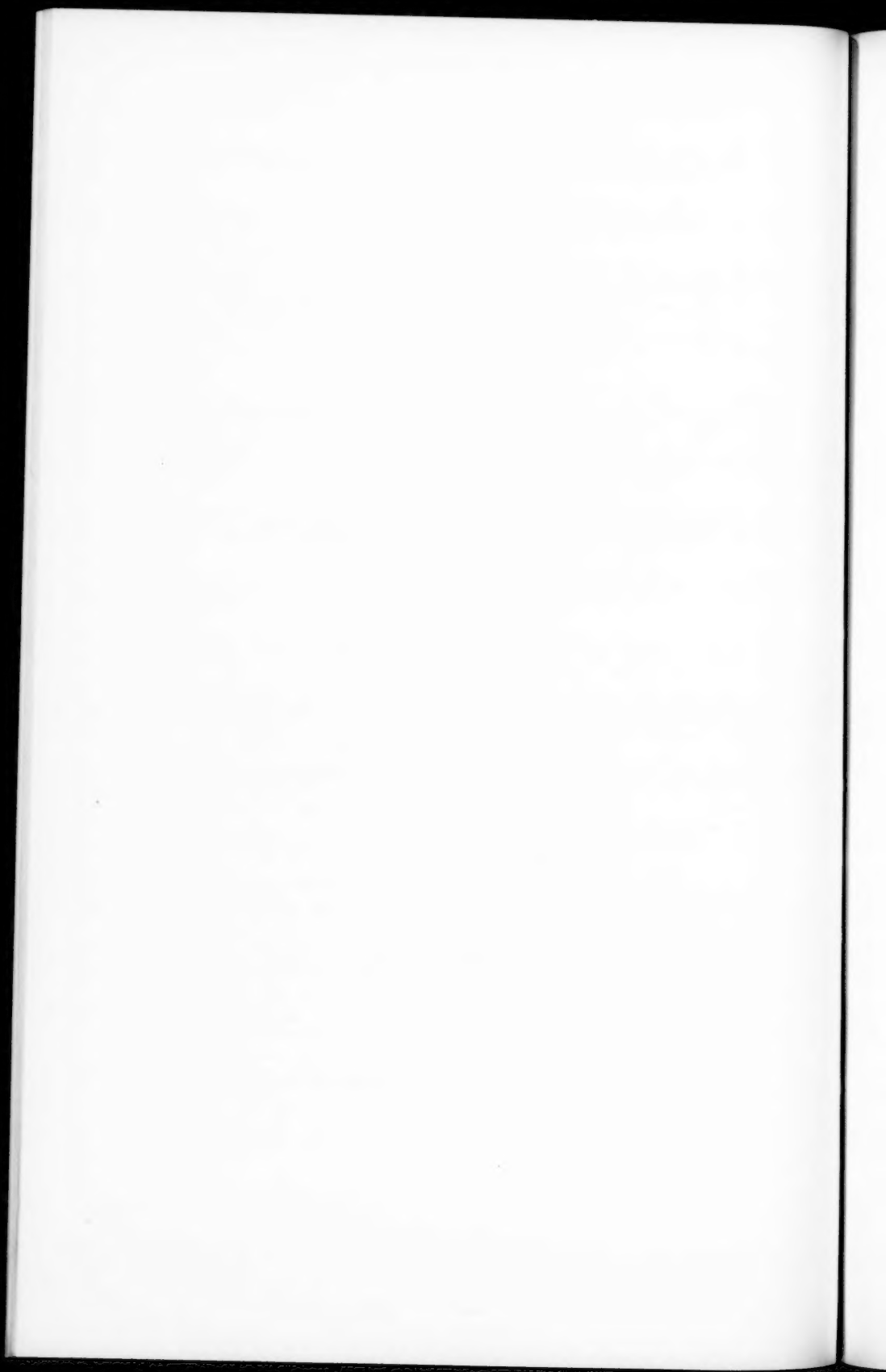
Record of Membership for 1948

Membership January 1, 1948.....	28,016
Deaths.....	166
Resignations and Suspensions.....	489
Memberships Lapsed.....	543
	<u>-1,198</u>
	26,818
Reinstatements.....	454
Elections:	
Active.....	6,246
Junior.....	120
	<u>6,366</u>
	6,820
	<u>33,638</u>
Total January 1, 1949.....	33,638
Members in 792 Institutions:	
Active.....	31,645
Junior.....	285
	<u>31,930</u>
Other Active Members.....	1,127
Other Junior Members.....	87
Associate Members.....	448
Honorary Members.....	46
	<u>33,638</u>
Total January 1, 1949.....	33,638

Besides Active and Junior Members connected with accredited colleges and universities, this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who ceasing to be eligible for Active or Junior membership because their work has become primarily administrative are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this membership was discontinued in 1933.

Bulletin
of
The American Association
of
University Professors

Index
1948
Volume 34



INDEX TO THE BULLETIN

Volume 34, 1948¹

A

Academic Freedom, The Threat to,
Reginald Lennard, 4 704

Academic Freedom and Tenure,
1925 Conference Statement, 1 138;
The 1915 Declaration of Principles,
1 141; Report of Committee A for
1947, *G. P. Shannon, Chm., 1 110*;
Statement Concerning Resignations,
1929, 1 140; 1940 Statement of Prin-
ciples, 1 135

Alexander, Thomas B., What
Should Teachers of History Teach?—
An Answer, 1 50

Annual Meeting, The 1948, 1 8;
1949, 4 816

**Are the Social Scientists Back-
ward?** *Donald L. Kemmerer, 3 477*

As One Teacher Sees It, W. T.
Laprade, 1 38

**Association and the Economic
Status of the Profession, The, R. E.**
Himstead, 2 419

Association's New Officers, The, 1
5

B

Badger, Henry G., Construction of
College Teachers' Salary Schedules, 2
406; —, Junior College Salary Sched-
ules, 4 770

**Baltic University, Sorrows of the
Young, A. N. Tarulis, 4 732**

Berkelman, Robert, Educating the
Heart, 2 356

Bierstedt, Robert, Social Science
and Social Policy, 2 310

Bogue, Jesse P., The Community
College, 2 285

Boyd, Julian P., Subversive of
What? 3 527

Brown, Francis J., President's
Commission on Higher Education, 1
27

C

Campbell, J. A., Let's Trade Chil-
dren, 4 768

Carter, Boyd G., The Modern
Martyr, 3 505

Case, Lynn M., The Military His-
torian Overseas, 2 320

Censured Administrations, 1 195, 2
425, 3 618, 4 818

**College and University Building
Needs for the Next Decade, E. V.**
Hollis, 3 593

**College President as He Is Today,
The, B. W. Kunkel, 2 344**

Committee Reports, — A, Aca-
demic Freedom and Tenure for 1947,
G. P. Shannon, 1 110; — T, Place
and Function of Faculties in College
and University Government, *P. W.*
Ward, 1 55; 1948 Nominating —, 3
612

Community College, The, J. P.
Bogue, 2 285

Constitution, 1 164

**Construction of College Teachers'
Salary Schedules, H. G. Badger, 2**
406

¹ Issue number in Italics, pages in Roman; *i. e.*, 1 102.

Copp, Marie T., The Rôle of Logic in Contemporary Education, 2 350

D

Davidson, Frank, Three Patterns of Living, 2 364

Dunham, Rowland W., The Musician and the Doctor's Degree, 2 375

E

Economic Status of the Profession, The Association and the —, R. E. Himstead, 2 419; See also: Professorial Salaries and Tuition, 1947-48: Background and Proposals, S. E. Harris, 1 97; Construction of College Teachers' Salary Schedules, H. G. Badger, 4 206; Trends of Enrollment, Fees and Salaries, Charles Hoff, 3 585; Junior College Salary Schedules, H. G. Badger, 4 770; Instructional Salaries in 42 Selected Colleges and Universities for the Academic Year 1948-49, Committee on the Economic Status of the Profession, 4 778

Educating the Heart, Robert Berkelman, 2 356

Education for Freedom and Responsibility, W. G. Leland, 2 272

Eisenhower, Dwight D., Inaugural Address, 3 517

Errata, 3 584, 4 755

Evaluation of Faculty Services, The, Committee of the University of North Dakota Chapter of the American Association of University Professors, 3 566

F

Faculty-Administration Relationships in the Colleges of New York: A Ten-Year Appraisal, Ordway Tead, 1 67

For the Teacher Aged 65—What? L. H. Seelye, 1 89

Founding Fathers and Conscription, The,—Rebuttal, P. L. Ralph, 1 87

French, Sidney J., "Only the Educated Shall Be Free," 4 659

G

Garbuny, Siegfried, The Social Scientist of Today, 4 711

Gerard, Ralph W. and Theodore Koppanyi, Science and the Federal Government, 2 296

Gilt for the Lily, T. F. Maher, 2 382
Government, Science and the Federal —, R. W. Gerard and Theodore Koppanyi, 2 296

Great Books and the Art of Reading, R. G. Ross, 4 680

H

Hanawalt, Leslie L., Our Stake in Administrative Personnel, 4 671

Harris, Seymour E., Professorial Salaries and Tuition, 1947-48: Background and Proposals, 1 97

Himstead, Ralph E., The Association and the Economic Status of the Profession, 2 419

Hoff, Charles, Trends of Enrollment, Fees, and Salaries, 3 585

Hollinshead, Byron S., The Report of the President's Commission on Higher Education, 2 257

Hollis, Ernest V., College and University Building Needs for the Next Decade, 3 593

How Can UNESCO Contribute to Peace? Archibald MacLeish, 3 539

How to Improve Classroom Lectures, L. D. Reid, 3 576

Humanistic Education, F. B. Millett, 3 465

I

- Improvement of Examinations, The, *L. L. Thurstone*, 2 394
 Inaugural Address, *D. D. Eisenhower*, 3 517
 Income Tax in 1949, Individual Federal, *J. M. Maguire*, 4 798
 Instructional Salaries in 42 Selected Colleges and Universities for the Academic Year 1948-49, *Committee on the Economic Status of the Profession*, 4 778
 International Law and Relations: 1939-1945, *P. B. Potter*, 4 756

J

- Jamison, Charles L., The Executive Committee System at the University of Michigan, 1 79
 Johnson, A. E., The Ultimate Weapon, 4 698
 Junior College Salary Schedules, *H. G. Badger*, 4 770

K

- Kemmerer, Donald L., Are the Social Scientists Backward? 3 477
 Kirkland, Edward C., Recipe for Responsibility, 1 15
 Knox, John B., This Way Lies Reason, 4 749
 Koppanyi, Theodore and Ralph W. Gerard, Science and the Federal Government, 2 296
 Kunkel, B. W., The College President as He Is Today, 2 344

L

- Laprade, W. T., As One Teacher Sees It, 1 38
 Leland, Waldo Gifford, Education for Freedom and Responsibility, 2 272

- Lennard, Reginald, The Threat to Academic Freedom, 4 704
 Let's Trade Children, *J. A. Campbell*, 4 768
 Liberalism and Eastern Europe, *A. A. Skerpan*, 4 719
 Literature and the Consent of the Sophomore, *R. H. West*, 2 335

M

- MacLeish, Archibald, How Can UNESCO Contribute to Peace? 3 539
 Maguire, J. M., Individual Federal Income Tax in 1949, 4 798
 Maher, Thomas Francis, Gilt for the Lily, 2 382
 Membership, Distribution of — and Record of Chapter Officers, 1 174; Nominations and Elections, 1 196, 2 426, 3 619, 4 819; Record of — for 1947, 1 194
 Michigan, The Executive Committee System at the University of, *C. L. Jamison*, 1 79
 Military Historian Overseas, The, *L. M. Case*, 2 320
 Millett, Fred B., Humanistic Education, 3 465
 Modern Martyr, The, *B. G. Carter*, 3 505
 Morris, William H., Pattern for Training in Communications, 4 743
 Musician and the Doctor's Degree, The, *R. W. Dunham*, 2 375

N

- News: Fourth Dimension of Education, The, *E. L. Vance*, 3 550
 Nominating Committee, Report of 1948, 3 612
 North Dakota, Committee of Chapter of University of, Evaluation of Faculty Services, 3 566

O

- "Only the Educated Shall Be Free," *S. J. French*, 4 659
Our Stake in Administrative Personnel, *L. L. Hanawalt*, 4 671

P

- Pattern For Training in Communications, *W. H. Morris*, 4 743
Potter, Pitman B., International Law and Relations: 1939-1945, 4 756
President's Commission on Higher Education, The, *F. J. Brown*, 1 27;
The Report of —, *B. S. Hollinshead*, 2 257
Professorial Salaries and Tuition, 1947-1948: Background and Proposals, *S. E. Harris*, 1 97
Prowling for Campus Presidents, *Dixon Wecter*, 3 493

R

- Ralph, Philip L., The Founding Fathers and Conscription—Rebuttal, 1 87
Randel, William Peirce, Socrates on the Salary Question, 2 398
Recipe for Responsibility, *E. C. Kirkland*, 1 15
Reid, Loren D., How to Improve Classroom Lectures, 3 576
Report of 1948 Nominating Committee, 3 612
Rôle of Logic in Contemporary Education, The, *M. T. Copp*, 2 350
Ross, Ralph Gilbert, Great Books and the Art of Reading, 4 680

S

- Salary Schedules, Construction of College Teachers', *H. G. Badger*, 2 406
Science and the Federal Govern-

ment, *R. W. Gerard* and *Theodore Koppanyi*, 2 296

- Seelye, Laurens H., For the Teacher Aged 65—What? 1 89
Shannon, George Pope, Academic Freedom and Tenure, Report of Committee A, Chm., 1 110
Skerpan, Alfred A., Liberalism and Eastern Europe, 4 719
Social Science and Social Policy, *Robert Bierstedt*, 2 310
Social Scientist of Today, The, *Siegfried Garbuny*, 4 711
Socrates on the Salary Question, *W. P. Randel*, 2 398
Sorrows of the Young Baltic University, *A. N. Tarulis*, 4 732
Subversive of What? *J. P. Boyd*, 3 527

T

- Tarulis, Albert N., Sorrows of the Young Baltic University, 4 732
Tead, Ordway, Faculty-Administration Relationships in the Colleges of New York: A Ten-Year Appraisal, 1 67
Tensions Affecting International Understanding, 3 546
This Way Lies Reason, *J. B. Knox*, 4 749
Threat to Academic Freedom, The, *Reginald Lennard*, 4 704
Three Patterns of Living, *Frank Davidson*, 2 364
Thurstone, L. L., The Improvement of Examinations, 2 394
Trends of Enrollment, Fees, and Salaries, *Charles Hoff*, 3 585

U

- Ultimate Weapon, The, *A. E. Johnson*, 4 698

UNESCO, How Can — Contribute to Peace? *Archibald MacLeish*, 3 539

V

Vance, Earl L., *The News: Fourth Dimension of Education*, 3 550

W

Ward, Paul W., *Report of Com-*

mittee T on the Place and Function of Faculties in College and University Government, Chm., 1 55

Wecter, Dixon, *Prowling for Campus Presidents*, 3 493

West, Robert H., *Literature and the Consent of the Sophomore*, 2 335

What Should Teachers of History Teach?—An Answer, *T. B. Alexander*, 1 50

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

Letters in reference to announcements published under key numbers should be sent to the Association's central office for forwarding to the persons concerned. Address in care of the General Secretary, American Association of University Professors, 1101 Connecticut Avenue, N. W., Washington 6, D. C.

Vacancies Reported

- Economics: Associate Professor or Professor, small Western university. Ph.D. College teaching experience preferred. Salary \$3720-\$4160. V 1280
- Education (General Methods): Associate Professors or Professors, small Western university. Ph.D. or E.D. One position with emphasis on reading and remedial methods in elementary grades; one position as supervisor of practice teaching program. Salaries \$3720-\$4160. V 1281
- Hygiene, Health, and Physiology: Man. Ph.D. desired, but Master's degree plus experience will be considered. Salary and rank will depend upon training and experience. Southern State university. Opportunities in newly organized department. Teach Hygiene, Health, and Physiology. V 1282
- Journalism: Assistant Professor or Associate Professor, State university. Salary \$4500-\$5000, depending on qualifications. Opportunity for building a real career for man interested in education for journalism, current affairs, or the whole area of mass communication agencies. Liberally administered department. V 1283
- Mathematics: Associate Professor or Professor, Pacific Coast university. Ph.D., college teaching experience preferred. Salary \$3720-\$4160 for 9 months. V 1284
- Music: Dean of school, a Northwestern university. Preference for person qualified in general administration with an interest in fields allied to music, such as drama and art. Graduate study equivalent to doctor's degree. College teaching experience required. Salary \$5300 for 11 months. V 1285
- Philosophy: Associate Professor or Professor, college in a Pacific State. Ph.D. Teaching experience, preferably in college. Salary \$3720-\$4160. V 1286
- Physical Education: Man, major in Physical Education. Ph.D. degree preferred, but Master's degree plus experience will be considered. Salary and rank will depend upon training and experience. Southern State university. Opportunities. Teach professional Physical Education courses. V 1287
- Political Science: Associate Professor or Professor, Western institution. Ph.D. in Political Science or International Relations. College teaching experience preferred. Salary \$3720-\$4160. V 1288
- Psychology: Associate Professor or Professor, college in a Pacific state. Ph.D. Teaching experience, preferably in college. Salary \$3720-\$4160. V 1289
- Zoology; Vertebrate Physiologist: State university, Southwest. Good opportu-

nity for young person who has completed major requirements for Ph.D. in vertebrate physiology. Duties consist of directing elementary physiology course; teaching advanced vertebrate physiology; directing research programs. V 1290

Teachers Available

Liberal Arts, Engineering, Business Administration: Teachers available for permanent positions after June, 1949. Associated Colleges of Upper New York consolidating. Competent, qualified, and experienced college teachers. Write President Frederick A. Morse, Associated Colleges of Upper New York, Plattsburg, New York.

Accounting, Basic, Advanced, Cost Accounting, and Auditing: Man, 38, married. B.S.C. and M.A. Broad experience in collegiate teaching and practical accounting work. Memberships: A.A.A., N.A.C.A. Will consider a good junior college opening, or opportunity to make contribution in the development of business offerings on the collegiate level. Confidential references available. A 3163

Accounting and Business Administration: Man, married. 10 years' experience in college teaching, 6 in business. Now employed by national firm of certified public accountants, desires to return to the teaching profession on the West Coast. Advanced degrees, foreign travel, C.P.A. candidate in May. Member of professional organizations. A 3164

Accounting, Business Law: Man, 29, married, 1 child. B.B.A., M.B.A. in accounting and economics, LL.B. in June, 1949. Teaching experience in accounting—elementary, intermediate, advanced, auditing, analysis of financial statements, and systems; also elementary management; can teach economics. Some administrative experience; public accounting experience. Prefer Southwest or California. A 3165

Accounting, Business Administration, Economics: Woman. Ph.D. Extensive teaching experience. Publications. Now employed but desires appointment on West Coast. Available September, 1949. A 3166

Administration: Man, 31. Ph.D. in psychology. Experience in teaching, statistical analysis, public relations, and accounting. Wants position as executive assistant to president of college or university. M. Miller, Dept. of Psychology, Princeton University, Princeton, N. J.

Administration, Academic Dean, Biological Science: Bachelor of Pedagogy degree (state teachers college), A.B. (church college), A.M. and Ph.D. (state university). Administrative experience: department head, director of summer teachers college and biological station, college dean (state school—2000 students). Upon the amalgamation of two state schools (1948), this dean chose to prepare for further administrative work by full-time teaching contacts in a large college. Numerous publications. Listed in *Who's Who in Education*, *American Men of Science*, *Who's Who in America*, etc. Good speaker, dynamic personality. Very sympathetic with the common man. Will consider junior college with possibilities. May be released at close of any term up to October, 1950. A 3167

Art: Man, married. M.A. degree. Considerable training and experience. Numerous exhibits. 12 years' teaching and administrative experience. Listed in *Who's Who in American Art*. Foreign travel and study. Prefer location in East. Available fall, 1949. A 3168

Art (History of Art, Fine Arts, Archaeology): Ph.D. College department head, broad teaching experience, scholarly publications, foreign residence, travel. Holds good position. Location desired: East. A 3169

Art Historian: Ph.D. Skilled and "popular" teacher, broad cultural interests, author of two books and many articles, extensive European study and travel, member of five learned societies; would like to transfer from Midwestern univer-

sity to metropolitan area with good library facilities. Outstanding references.

A 3170

Art (History and Practice): Man, married. Ph.D. and 12 years' undergraduate and graduate teaching in the South, Middle West, and New York. Employed in metropolitan college. Widely travelled in America and Europe. Lectured in museums. Author of two scholarly books and numerous articles. One-man shows. Illustrated books. Listed in professional dictionaries. Outstanding references. Looks for a change, preferably in or near a city with a good art library.

A 3171

Audio-Visual Instruction: Man, 34, married. Ph.D. (Education, dissertation in audio-visual field). 10 years' varied experience in this field, including head of audio-visual department, film library administration, production of audio-visual aids, teaching (public school, undergraduate and graduate college courses, university), and veterans' counsellor. Publications. Frequent speaker before professional and lay groups. Veteran, with $3\frac{1}{2}$ years' service in several branches of armed forces as audio-visual specialist. Now serving as consultant, and teaching in Eastern college, would be interested in responsible position enlarging scope of audio-visual work in recognized college or university. Wife experienced editor on nationally distributed magazines. Available summer or fall, 1949.

A 3172

Biology: Man. M.S. College teaching experience in general biology, physiology, genetics, botany, ecology, invertebrate and vertebrate zoology. Now on faculty of large state university. Member of leading professional societies. Excellent references. Available in summer and fall of 1949.

A 3173

Biology (Genetics, Zoology): Man, 39, married, 1 child. B.S., M.S., Ph.D. nearing completion. 8 years' collegiate teaching experience. Research and publications; Sigma Xi member. At present in research position but desire to return to teaching in liberal arts institution with possibility of research. Available September, 1949.

A 3322

Biology or Science Education: Woman. Bachelor's and Master's degrees in biology. Desires college or university position in Eastern United States.

A 3174

Biology, Zoology: Man, married. Ph.D. About 17 years' teaching experience. Several publications. General zoology, invertebrate zoology, protozoology, parasitology. Can teach general biology and general botany. Desires at least associate professorship at minimum salary of \$4000. Minors, botany and bacteriology.

A 3175

Biology, Zoology, Botany, Genetics: Man, married, 2 children high-school age. 12 years' head of biology department. Present salary \$5200. 4 years' public health work. Best of references and biographical listings on request. Prefer Southeast or Southwest.

A 3176

Biology (Zoology, Comparative Anatomy): A.B., M.A., Ph.D. 10 years' teaching experience university level mostly. Research. Publications, *California University Press*, *Journal Paleontology*, etc. 10 summer expeditions in fossil fields. Scientific societies. Public lectures. At present visiting professor in anatomy, physiology at University of Puerto Rico on one-year contract. Desire smaller university in Midwest if possible; some teaching but leisure to publish my fossil collections made the past year from the caves of Puerto Rico. Available September.

A 3177

Biology (Zoology, Embryology, Ornithology, Heredity): B.Pd., A.B., A.M., Ph.D. Wide experience as teacher, department head, and director of biological station. Publications, *Who's Who*, etc. Can be released at close of any quarter up to October, 1950.

A 3178

Botany: Young woman, single. M.S. Major: Botany; Minor: Bacteriology.

8 years' successful college teaching experience. Phi Kappa Phi. Desires college or junior college teaching position in botany or biology. Excellent references. Available September, 1949. A 3179

Botany (Mycology, Plant Pathology, Bacteriology): Man, 47, married, children. 18 years' successful experience as teacher and investigator, experienced plant pathologist, and bacteriologist. Now associate professor in large college. Numerous publications. Sigma Xi, Fellow A.A.A.S., member of leading professional societies, national and international. Listed in *American Men of Science*. Broad interests in agriculture, biology, industrial research, international relations, micrurgical science, and science education. Excellent references. Desires position as full professor in strong agricultural or liberal arts college located in a desirable community. Available September 1, 1949. A 3180

Business Administration and Economics: Man. Now head of college of business administration and economics of state institution. Has taught wide range of courses. Listed in *Directory of American Scholars, Who's Who in the West*, etc. Member American Economic Association, American Marketing Association, Society for the Advancement of Management. Desires change of location. A 3181

Business Administration, Organization, Management: Man, 33, single. Will receive M.B.A. this summer. 2 years' teaching experience in a state university. Summers must be free to continue graduate study. Salary around \$3600. Available in September, 1949. A 3182

Business Law: Man, married. Ph.B., M.A., LL.B. 6 years' teaching experience. Long period of active practice and government service. Admitted to U. S. Supreme Court and Pennsylvania Courts. Salary expected, \$4000. Available July 1. A 3183

Chemistry: Woman. M.S., 1948; B.A., 1944. 2 years' college teaching—general chemistry, quantitative analysis, and physical chemistry. 4 years' industrial laboratory experience. A.C.S., A.A.U.P., A.A.A.S. Available July, 1949. A 3184

Chemistry: Man, vigorous health, married, Protestant. Ph.D., 1932. B.S. in engineering. Inorganic, physical colloids. Presently successful teacher with rank of professor, state university. 25 years' teaching and administrative experience. American Chemical Society, Sigma Xi, American Men of Science. Prefer West or Far West. Excellent references. Available September. A 3185

Chemistry and Biochemistry: Woman. Ph.D. 10 years' research with publications. 1 year college teaching. A 3186

Chemistry—General or Organic: Man, 50. B.S., M.S., Ed.D. Desires position in teachers college, or teaching and supervision in city school system in Northeast or West. Publications. Speaker. In city schools and college 20 years. Good reason for change. A 3187

Classics: Man, 38. Ph.D. Phi Beta Kappa. 10 years' experience teaching in liberal arts college, both Greek and Latin, and related courses in English. Active research and publications. Excellent recommendations. Available September, 1949. A 3188

Classics and Ancient History: Man, 39. Ph.D. in Classics from the University of Cincinnati, 1940. Numerous scholarships and fellowships. 4 years' experience in Athens at the American School of Classical Studies in epigraphy and Greek civilization. Publications. Experienced in teaching undergraduate and graduate classes in classics and ancient history. Minimum salary, \$3500. Teaching experience at the University of Pennsylvania, at the College of Wooster (Visiting Lecturer in the Latin Department), and at Xavier University (Cincinnati). A 3189

Dean of Men: Unmarried. M.S. degree in late twenties. At present chief coun-

- selor in mental hygiene clinic. Formerly dean of men and professor of psychology. 6 years' experience in college field. Available 1949-50 term. Salary requirement, \$5000. A 3190
- Dean of Women or Counselor to Foreign Students: M.A., Professional Diploma, Teachers College, Columbia University recently. At present Dean of Women. Formerly Counselor and Instructor in Psychology and Education. Extensive foreign travel. 2 years' experience in a foreign university. Marquis' *Who's Who in the Middle West*. Kappa Delta Pi, Pi Lambda Theta, A.A.U.W., N.A.D.W., A.A.U.P. (associate). Available summer, 1949. A 3191
- Drama: Man, 38. B.S., M.A., candidate Ph.D., Columbia University. Now assistant professor of dramatic art and drama director of leading Eastern university. Wishes to organize, or head, drama department, or serve as theatre director and teacher. 20 years' community and university theatre experience as director, actor, playwright, designer, and teacher of dramatic arts. A 3192
- Economics and Finance (International Economics, Money and Banking, History of Economic Thought, Public Finance, Corporation Finance, Contemporary Politics): Man, 50. M.B.A., Berlin; Ph.D., Lausanne. Widely travelled, former consul and industrial executive, at present lecturing evenings at university and active as economic analyst. Desires professorship or associate professorship. Publications in four languages. A 3193
- Economics, Finance, Investments, Accounting: Man, 35, married. Ph.D. course work and written examinations completed at New York University. 7 years' successful teaching experience on college level. 4 years' business and public accounting experience. Now assistant professor in well-known men's liberal arts college; seeks position in Eastern coeducational institution. A 3194
- Economics, Public Finance: Man, 38, married, 1 child. B.A., M.A., research fellow, and one year additional graduate study. Public school teaching experience 5 years' full time research experience in a state university bureau of business research, 1 year state tax administrative and consultative experience, 1 year experience as tax administrator and adviser to a foreign government. Publications and articles in public finance. Beta Gamma Sigma, *Who's Who in American Education*, *Who Knows—What*. Desires permanent university teaching and research position. Available any time. A 3195
- Economics or Economics and Sociology (Principles and Problems, Consumer Economics, Economic and Social Movements, International Economics, Economic and Social Progress, Social Security, Theory, Social Science. Also courses in Sociology with Marriage and the Family as a specialty): Man, 47, married. Ph.D. University of Illinois. 17 years' college teaching experience, 7 years' industrial experience, several years' marriage counseling with emphasis on premarital counseling, and one year of social work. Wish position in economics or economics and sociology where emphasis is on sincere teaching rather than research. Available June or September. A 3196
- Education: Man, 32, married. Honors B.A. and M.A., Canadian university, candidate for Ed.D., Harvard Graduate School of Education, expect degree 1950. Specialist in History of Education, Comparative Education, and Educational Philosophy. Now teaching at Eastern state college, 3 years' teaching experience at college level, available fall, 1949, excellent references. A 3197
- Education (Guidance, Psychology, Personnel Service): Man, married, 2 children. M.A. and Ed.D. in Education and Guidance. Elementary and secondary teaching and administrative experience; 3 years' college teaching and counseling. Desires advancement since receiving doctorate. Available summer or fall, 1949. A 3199
- Engineering (Civil and Architectural); Civil Engineer, Registered Professional Engineer (Structural): Man, 34, married, children. Varied experience at five

- institutions of higher education; taught structures as associate professor at two universities; practical and research experience. Member of leading professional societies; listed in *Who's Who in Engineering*. Teaching interests are in structural engineering; experience in this field includes strength of materials, structural analysis, timber, reinforced concrete, bridge and building design, indeterminate structures. Invites correspondence regarding position as professor, associate professor, or department head. A 3200
- Engineering (Management, Industrial and Civil): Registered Professional Engineer (Civil and Industrial): Man, 44, married, children. Member of leading professional societies; listed in *Who's Who in Engineering*. Teaching interests are: human relations; human engineering; engineering administration; city and regional planning; engineering law; contracts and specification writing. Invites correspondence regarding position as professor, department head, or dean of engineering. A 3201
- Engineering: Registered Professional Engineer (Electrical): Man, 44, married. Approximately 10 years' teaching experience in four universities. Practical, research, and design experience. Committee work in leading professional societies, listed in *Who's Who in Engineering*, author of publications. Teaching interest in electrical machinery. Invites correspondence regarding position as professor or associate professor. A 3202
- English: Man, 47, married. Ph.D. 23 years of college and university experience. European travel and research. Book in medieval field recently published. Articles. Chaucer, Shakespeare, romantic and Victorian periods, novel. Now department head in good liberal arts college. Desires greater opportunities for advanced teaching, research, administration. A 3203
- English: Woman, 47, one dependent. Ph.D. 11 years' experience. English survey; romantic; American literature on undergraduate and graduate level. Creative writing. Publications. Book in progress. American Philosophical Society Fellowship. East or Midwest. A 3204
- English: Man, 35, married, one child. Ph.D. in English, Princeton. 5 years' teaching experience in colleges; 4 years' administrative and command experience in armed forces. Assistant professor of English. English Literature electives, Chaucer, Shakespeare, Milton, eighteenth century, creative writing, public speaking. Specialization: Middle English, semantics, philology. Publications: handbook on research papers, bibliography for general readers of English Renaissance-Reformation; articles on Middle English Troy legend in preparation for press. Excellent references. Available, September, 1949. A 3205
- English: Man, 31, married, one child. Bachelor, Social Sciences; Ph.D., English, Johns Hopkins. 7 years' teaching experience. Publications in 18th century English literature and modern American literature. Desires assistant professorship for fall, 1949. A 3206
- English: Woman. M.A., University of Iowa. Study beyond that in Harvard and Oxford. Experience in denominational and state colleges. Present rank assistant professor. Preferred subjects: novel, modern drama, nineteenth century, Browning, composition. Desires position in coeducational liberal arts college. Available for summer school or September, 1949. A 3207
- English: Man, 30, veteran. M.A. Now writing Ph.D. dissertation. Special interests: modern novel, aesthetics, Jacobean prose. Can handle journalism classes, supervise campus publications. B.S. in Journalism. 2 years' newspaper experience. Location immaterial. Available September, 1949 or earlier. A 3208
- English: Man, 31, married, 2 children. B.A., Amherst, M.A., Harvard. Will complete Ph.D. work February, 1950. 1 year's teaching experience Georgia Tech, 3 years' at Tufts College. Eighteenth century and American literature.

Prepared to teach freshman work as well as specialties. Poetry published. Broad interests; $3\frac{1}{2}$ years as Coast Guard Officer. Desires position in Northeastern U. S. Minimum salary, \$3300. A 3209

English: Man, 25, single. B.A., College of the City of New York; A.M., Columbia University; candidate for Ph.D., New York University. Experience: 3 years, college; 2 years, high school. Major interests: American, Victorian literature. References. Available September, 1949. A 3210

English: Man, 50, married, 2 small children. Ph.D., Iowa; 12 years' experience at professorial level. Specialties: romantic and Victorian ages, contemporary literature, creative writing. Desires position at one of the three professorial ranks nearly anywhere at normal altitudes away from desert. Available fall, 1949. A 3211

English: Man, 33, single. Trinity College, Dublin, Ph.D. Author. Also Gaelic scholar. Specialist in the English drama (all periods) and in Anglo-Irish literature. For the past $2\frac{1}{2}$ years has been assistant professor of English in the college and graduate school of an American university. Desires change of post: assistant professorship or higher. Available September, 1949. A 3212

English: Woman, single. A.M. and Ph.D. candidate, with rich language minors. Sixteenth century research and other periods taught in wide university and college experience. Training: Nebraska, Bryn Mawr, Yale. Scholarly publications in various journals; scholarly papers at M.L.A. Extensive research; teaching experience in the Middle West and East—state universities and denominational colleges. Rich background of home and foreign travel; study in British Museum and in Rome; civic activities and affiliations with scholarly, professional, and social organizations. Major sixteenth century work in progress. Desires associate or full professorship or some compensatory equivalent in Middle West, East, or elsewhere. Available September, 1949. A 3213

English: Woman, 38, unmarried. All requirements off for doctorate except finishing dissertation on American Regionalism, which expect to do this summer. At present assistant professor in a college in Northeast, with previous experience in a state college in the South, and a large college in the Metropolitan area. Published extensively, co-author of a state-adopted textbook, contributing editor to a large magazine. Interested in courses in writing and in English and American literature. Available in September. Salary: \$4000-\$4500. A 3214

English: Man, 26. M.A. in the Teaching of English, Columbia, 1945. Further graduate study at New York University 2 years of precollege teaching and 2 years of college teaching. Desires instructorship in college, junior college, teachers college, technical or professional school within one hour of New York City. Would like \$3400 a year, but will accept \$3000 a year if other conditions are favorable. Available June 1, 1949. Willing to begin in summer or fall. A 3215

English: Man, single. M.A. 2 years' teaching experience in a large Midwestern university. Special interests: composition, modern drama, modern poetry. Desires position in small or moderately large college. A 3216

English: Man, 30. Ph.D. in American literature. 4 years' experience teaching American literature, humanities, survey of literature, composition. Publications. Professional experience in writing and journalism. A 3217

English: Man, 32, married, no children. Ph.D., Harvard. Specialization: Renaissance. Experience: 3 years' college teaching. Honors, publications, outstanding references. Available September, 1949. A 3218

English, American Civilization: Man, 30's. Ph.D., 1941. Two books published, critical volume now being prepared. Available September, 1949. A 3219

English and Humanities: Man, 41, married, 2 children. B.A. in philosophy and English, Cornell. M.A. in comparative literature, Cornell. Ph.D. in English, University of North Carolina. 15 years of college teaching in four institutions.

- Seven scholarly papers and articles. Specialist in American literature and nineteenth and twentieth century British literature, also humanities. Now in charge of a humanities course. Desires full or associate professorship. Available after June, 1949. A 3220
- English and Personnel: Young woman. B.A. and M.A. plus some additional training. 12 years' teaching experience including 4 years in college personnel work. Have taught Freshman Communication. Available September, 1949. A 3221
- English, Literature and Language: Man, 45, single. Cornell Ph.D. Experience: 20 years, 19 of them in 4 Eastern universities. Specialties: English language, especially modern and American; linguistics; 19th century and American literature; composition. Research, publications: English language, lexicography; books, many articles, verse. Experienced editor. *Who's Who in America*, etc. Full or associate professorship, \$3900-\$5000, in nonurban liberal arts college or state university. Available summer and fall, 1949. A 3222
- English (including Speech): Professor or department head; 4 degrees; excellent teacher; good organizer; can handle courses in literature, writing, and speaking. Available June or September. A 3223
- Fine Arts (Drawing, Easel and Mural Painting, History and Appreciation of Art): Artist, scholar, teacher, keenly aware of the importance of the creative aspects of art in the character of persons or of communities, wishes to be connected with an institution which considers the arts indispensable to the higher values. Graduate with honors in philosophy and from outstanding art schools, is master of several languages, has travelled abroad extensively and carried on research for fresco painting. Experience covers mural and portrait painting, illustrative painting and wood engraving, stained glass, architectural and engineering drawings, perspectives and illustrations, departmental organization, and public lectures. Teaching includes all basic aspects of drawing and painting, both elementary and advanced, history and appreciation of art; 7 years' head of university art department with rank of associate professor. Position preferred: Resident Artist; or teaching which is vitalized by one's own steady creative activity. Simultaneously would welcome to illustrate in mural form the aims and ideals of education and of culture. Available fall, or summer session. A 3224
- French: Man, married, native American, French extraction. American and French degrees. Varied experience; experience as chairman of small and large American language departments. Desires chairmanship or full professorship. Present salary \$5200. A 3225
- French: Man. Ph.D. in the Romance languages. Foreign travel, residence, and study. Publications. Speaking knowledge of French. A 3223
- French: Woman native, now employed as instructor in a college, licenciée en droit, diplôme de pédagogie; seeking a position in teaching or research for the summer. A 3226
- French, Latin: Man, 33, single. A.B., Duke University, 1938; M.A. in French, University of Pennsylvania, 1941. Was officer in army during war and spent a year in French Algeria. 3 years' teaching in public school system of New Jersey, 2 years at Lafayette College, present incumbency. Would like to find teaching position for next year without paying teachers agency. A 3227
- Geography: Man, single. Ph.D. 20 years' college and university teaching, including 14 years in one large state university, 1 year in GI University in France. At present head of small department. Major fields, economic and regional (especially the Americas and Western Europe). Capable of handling thorough going group of courses in geography. 2 years' government experience. Membership in Association of American Geographers and Sigma Xi. Desires professorship

- in university or liberal arts college. Location in or near medium-sized or large city, East or Far West preferred. Available September, 1949. A 3228
- Geology: Man, married, one son. M.A., Harvard University, one additional year graduate study. 30 years in teaching, research, and applied work. 13 years in teaching: general geology, mineralogy, economic geology, petrology, petroleum geology, and engineering geology (as associate and full professor). 17 years in applied geology: petroleum and mining industries; foundations for heavy structures: dams, locks, bridges, coast-defense batteries, air and seaplane bases; and consulting work: mining, petroleum, and engineering applications. At present in charge of geology, Eastern state university. Member: A.A.U.P. and S.S.A. Available: June, 1949. A 3229
- Geology: Man, 29, 2 children, Protestant. Ph.D. requirements completed by June. 7 years' teaching experience in Eastern universities, including 3 years as acting department chairman. Prefers Midwest or West. General geology, structural geology, petrology, economic geology, petroleum, regional geology, others; meteorology, cartography. Research and publications in petrology, structure and glacial geology. U.S.G.S., G.S.A., A.G.U., A.A.U.P. A 3230
- German: Man, 46, married. Ph.D. 12 years' experience in American and German universities. Head of English department of Army Education Center, Heidelberg Military Post. Publications and reviews. Extensive foreign travel and residence. Desires professorship. Available September, 1949. A 3231
- German: Man, 45, married, children, American born of non-German stock. Four degrees from 3 well-known Eastern universities, 5 years' study in Göttingen, 20 years' teaching in colleges; books, many articles; has taught all phases of undergraduate German, is now chairman of a department of six people but does not demand executive position. Salary desired, \$5000, 9 months. A 3232
- German: Man, married. Ph.D., Wisconsin. Published articles, book reviews. Fields of special interest: 18th and 19th Century, American-German relations. Available September, 1949. A 3233
- German: M.A., Miami; Ph.D., Ohio State. About 5 years of successful teaching at accredited university and college. Bilingual. Excellent references. Scientific and literary courses. A 3234
- German and Humanities: Mature man. Ph.D. *magna cum laude*. 13 years of teaching experience in American colleges. ASTP. Specialty: Veterans' readjustment. Available: fall, 1949. Teaches also courses in comparative literature. A 3235
- Guidance (Coordinator of Guidance Training, Teacher of Guidance, Teacher of Psychology, Education, Remedial Study Courses): Mature man, married, family. B.S.E., M.S., and just short of the D.Ed. Now director of a Guidance Services center. Background in education, technical training, personnel work, mental hygiene, and vocational counseling. Excellent recommendations. Listed in *Who's Who in American Education*, Professional Counselor National Vocational Guidance Association, Kappa Delta Pi, and Psi Chi. Prefers Southwest (not too particular). Available fall, 1949. A 3236
- Guidance-Personnel: Man, married. B.S. and M.S., University of Illinois. 12 years of considerable and successful experience in general guidance at two state universities and one liberal arts college. Undergraduate and graduate study in guidance and personnel work. Instituted programs in educational, vocational, and personal guidance. Much administrative experience. Excellent health. Desires position as Director of Guidance or Personnel. A 3236
- History: Man, 45, single, Protestant. A.B. and A.M. from large Eastern state college; considerable work toward Ph.D. Teaching experience, high school through college, 10 years' teaching on college and university level. Fields: Medieval, Renaissance, European Survey Nineteenth Century Europe including

- French Revolution. Desires position which offers security and advancement and where the emphasis is on good teaching rather than research and publication. Available September, 1949. A 3237
- History: Man, 30, married, one child. B.A., M.S., University of Massachusetts. Study for Ph.D. begun at New York University. 3 years' high school and 4 years' college teaching experience. Now at small Eastern college teaching American, European, and English history survey courses. Desire secondary or college position near New York City or other large university center in order to continue graduate study. Salary desired, \$3000 minimum. Available September, 1949. A 3238
- History: Wanted instructorship in European history and American history, preferably in a Northeastern college. A.B. degree 1946. Candidate for M.A. this June. 2 years of teaching experience. Available September, 1949. Would consider summer session appointment, June, 1949. A 3239
- History: Man, 32, Protestant, born in the United States. Wife and daughter also born in the United States. Education: B.S., Harvard College, 1938, and M.A., University of Chicago, 1946. Expect Ph.D., New York University, 1950. 6 years' experience at the college level; now teaching American history at a large well-known Eastern university. Have also taught modern European history. Wide travel experience. Speak French and German fluently. Desire to change position in September, 1949. Excellent references. A 3240
- History: Man, 38, married. Ph.D. Phi Beta Kappa. 12 years' teaching experience in colleges and universities; 2 years as AAF military historian; travel and study in England. Fields: English History, Medieval, Renaissance and Reformation, Survey of Civilization. At present assistant professor in Eastern university; promotion blocked by existing tenures. Available September, 1949. A 3241
- History: Man, 33, married, one child. Ph.D. in American cultural history, Columbia University, 1943. 6 years' college teaching experience. Subjects: American history, American government, international relations, modern European history. Author of articles and two books. Forthcoming work to be issued by leading commercial publisher this summer. Recipient of one-year research grant from nationally known foundation. Now associate professor in state university. Prefer liberal arts college. Rank secondary to opportunity for effective teaching and research. Available fall, 1949. A 3242
- History: Man, 37, married, children. B.A. and M.A., Columbia. 3 years' teaching experience, including: Ancient, Medieval, and Modern European, Far Eastern, and American history, international relations, and history seminars in both Western and Eastern colleges. Desire permanent position at or near large university where I may work for Ph.D. while teaching. Available summer or fall, 1949. A 3243
- History: Man, early thirties, married. Ph.D. Phi Kappa Phi. 5 years' university teaching experience. Now has professorial rank at a state university. Desires position which emphasizes good teaching rather than research and publication. Prefers Middle Atlantic or North Central States. Institution must have sound policy on tenure and academic freedom. A 3244
- History and Government: Man, 34, single. B.A., M.A., all work done on Ph.D. but thesis when terminated by war. Taught at state university in South, U. S. Naval Academy (Department of English, History and Government). Have been doing creative writing for newspapers since July 1, 1945, including syndicated feature in leading newspapers. Three books now seeking publishers. *International World's Who's Who*, 1948, 1949, Phi Beta Kappa, etc. A 3244
- History and International Relations: Man, 32, married. Honors B.A. and M.A., Canadian university. Candidate for doctorate, Harvard, expect degree 1950.

- Now teaching American and Modern European History and International Relations at an Eastern state college; 3 years' teaching experience at college level. Available fall, 1949. Excellent references. A 3245
- History or History and Political Science: Man, married. B.A., M.A., Canadian university, Ph.D. 8 years' teaching experience at the college level in the fifth year of high school, graduate work, and in college and university. One year of administrative work with the government. Continuing research for book. Now teaching courses in European and British history. Other fields include European history, American history, comparative government, and elementary political science. Desires permanent position in the East or Middle West. Available June, 1949. A 3246
- History or History and Political Science: Woman. Ph.D. Fellowships, advanced research, publications, experience in schools at all levels, good references. A 3247
- History and Political Science: Man, mature, married. Ph.D. Member professional societies. Phi Beta Kappa. Specialist in modern European and American history. Important publications. Successful and broad teaching and administrative experience in large institutions. Seeking responsible position in well-established college or university. A 3248
- History or Social Science: Man, 36, married. Ph.D., 1942, from Midwestern state university. 7 years' college teaching experience, 3 years' military service. Major in American history but have taught European and English history, government, and economics. At present associate professor of history, South Central state college. A 3249
- History or Social Studies: Man, 35, married. M.A. (History), University of Illinois; Ph.D. (History), completed except for dissertation, which is under way. 140 semester-hours of history, government economics, and sociology at the University of Illinois; 7 years of successful college teaching experience and previous public school experience; excellent references; most interested in situation where superior teaching is appreciated; related experience in social service and government personnel agency; now located in fully accredited Southern four-year college. Could not consider salary below \$3600 for nine months. A 3250
- Home Economics: A.M., University of Chicago. 10 years as Head of Household Arts in a university teaching clothing work, costume design, interior decoration, finance for household, home planning, and furnishing. Preparation and experience in all phases of home economics. A 3251
- Home Economics: Woman. M.A., Ph.D. candidate with unusually extensive graduate study in addition; thoroughly grounded and experienced in most phases of the field—teaching and practice; wishes associate or full professorship as teacher of clothing and related subjects or as department chairman (present position) in strong, well-established coeducational school. Location in general area of Chicago, New York, Louisville preferred but not essential. A 3327
- Housing and Interior Decoration: Woman, 56. M.A. 20 years' teaching experience same institution. Listed in state *Who's Who* and *American Women*. A 3252
- International Economics, Advanced Theory, Money and Banking, Labor, Government Regulation of Industry: Man, 34. B.A. and Ph.D., Columbia University. Over 5 years' experience as professional economist, U. S. Government, 6 years' university teaching experience; professional consulting foreign governments; theory textbook completed and accepted by leading publisher, many articles in professional journals. Presently associate professor at Eastern state university. Prefers location in metropolitan area or in institution with program of financed research. A 3328
- International Law, International Relations, Economics: Doctor of Law, Economics (foreign); teaching experience in U.S.A. and abroad (international law, sociology, modern history); author various books, articles; member important societies, far

travelled, including Russia, Near East, South America, returning from Europe. Available August for summer school anywhere and for fall New York and commuting distance for full or part-time teaching or research (five languages).

A 3253

International Politics, International Economics, and International Trade: Man, 32. Education: Yale, 1937, B.A. degree in International Relations. University of Pennsylvania, 1941, M.B.A. degree in Foreign Trade. Experience: 3 years as export assistant; 2 years as research assistant in State Department; 1 year as Lecturer in Foreign Trade at University of Miami. Also, 3 years of military experience in Ski Troops. Desires position beginning fall of 1949.

A 3254

International Relations and Modern Languages and Literatures: Former diplomat, 53, Lutheran, with over 6 years' experience in teaching of modern languages, French, Spanish, Portuguese, and German in American colleges, seeks challenging teaching position. Degree of Doctor of International Law. Offers vivid and scholarly approach to language study. Tenure and other benefits, while appreciated, less important than actual activity.

A 3255

International Trade, Monetary Policy: Man, J.D. Teaching experience in European university. Extensive experience in international banking and in business. Monographs and articles. Speaks English, French, German, Italian, and Hungarian.

A 3256

Journalism: Woman, 32, single. A.B.; M.S. in Journalism, Northwestern. 6 years of newspaper work; 3 of university teaching. Available fall, 1949. West preferred.

A 3257

Journalism: Man, married, 42. Plenty of imagination, resourcefulness, and initiative, desires progressive position in active college, school, or department of journalism, prefers to head or inaugurate his own department. Well-qualified in theory background, writing, editing, feature, etc. courses, as well as specialist in radio journalism, advertising, professional writing, public relations, etc. Excellent references. Salary: at least \$5000.

A 3258

Journalism: Woman. Litt. B., M.S. 2 years' instructor journalism department, state university; experienced in newspaper (daily and weekly); house organ editing; college publicity; adaptable, alert, want affiliation with progressive department. Available June, 1949.

A 3259

Languages: Man. American born, foreign training (Ph.D.) French, German, Latin. Available September, 1949.

A 3260

Law, International Relations, Corporations, related subjects: Man, 40, single. D.J. and LL.B. Study in several European countries and at Yale. Experience in teaching as research assistant in charge of commercial law seminar. Law practice in Europe and New York. Publications. Seeks appointment beginning summer or fall, 1949.

A 3261

Marketing, Advertising, Consumers' Economics: Woman, 31. M.S., completing requirements for Ph.D. Over 5 years' business and consulting experience; 3 1/2 years' university teaching experience; business economist, U. S. Government. Presently assistant professor at Eastern state university. Prefers location in metropolitan area.

A 3262

Mathematics: Woman, single, Baptist. A.B., A.M., 2 years' graduate study Columbia. Excellent training music and art. 13 years' teaching experience in accredited institutions, 11 college, 2 university. Desires position as associate professor. Prefers the Carolinas. Available September, 1949.

A 3198

Mathematics: Man, 29, married, no children. A.B., M.S. 8 years' university teaching experience in both undergraduate and graduate courses. Now assistant professor of mathematics in a university. Desires part-time teaching position in or near metropolitan New York during year beginning September, 1949.

A 3263

- Mathematics: Ph.D., Harvard. 15 years' teaching and considerable research experience. Listed in *American Men of Science* and *Who's Who in American Education*. Desires professorship in college or university which encourages research. Available in June or September, 1949. A 3264
- Mathematics: Man, 33, married. M.S. with additional work toward Ph.D. 11 years' teaching experience. At present employed as assistant professor of mathematics in a good Southern college on permanent status. Desire advancement, permanent position in a college or university (preferably in a Southern state). Available September, 1949. A 3265
- Mathematics: Woman. Ph.D. Several years' teaching experience in college; at present associate professor and head of small department. Desires professional advancement, preferably position in university or nonsectarian liberal arts college. Available summer or fall, 1949. A 3266
- Mathematics: Man, 30, married. Ph.D. in Mathematics from a leading university. 8 years of college and university teaching experience. Now assistant professor in an Eastern university. Desires position in a smaller institution having better opportunities for advancement. Best references. Eastern location preferred. Available June or September, 1949. A 3267
- Mathematics and/or Administrative: Man, married, 2 children. Ph.D. in Mathematics and professional degree of Civil Engineer. Now teaching with rank of professor of mathematics. Has had 26 years of university and college teaching experience. Desires position as chairman of department of mathematics or administrative position of higher rank. Available for summer session 1949 and on a four term or year around basis. A 3268
- Modern Languages (French and Spanish): Woman. Ph.D. Two research fellowships, now associate professor in an accredited institution. Would like a more responsible position. A 3269
- Music: Man, 33, married. B.S., M.A., Ph.D. American, now teaching at large Canadian university (Associate Professor) wishes to return to teaching in United States. 7 years' experience at university level teaching musicology, composition, history, harmony, counterpart, etc. Instruments, violin and viola. Conducting experience. A 3325
- Music: Man, 35, married, 3 children. Master of Music, University of Nebraska; additional study, beginning Ph.D., University of Iowa. Present position, associate professor of music, teaching violin, viola, and cello; director of college orchestra and college band. Performing experience in chamber music and orchestral work. Seeking advancement; position desired in college or university interested in building up the instrumental music department. A 3270
- Music: Man, 40, married, 3 children. Ph.D. At present head of a state college music department. Competent singer, teacher, conductor, and administrator. Experienced in dramatics. 13 years in college teaching. Seeking position as head of a school or division of music or fine arts. Prefer connection with an administration interested in expanding this field. Salary around \$6000. A 3271
- Music: Young man, single. B.M. with major in Piano from Chicago Musical College. B.S. and M.A. with major in Piano and minor in Musicology from George Peabody College. Additional graduate study at the University of Michigan, Chicago Conservatory, and the Julliard School of Music. Have had 12 years' teaching experience both in private studio and on the college level. Member of National Education Association, National Music Teachers Association, Florida Music Teachers Association, Faculty member National Guild of Piano Teachers, listed in *Who's Who in Music*. Served as accompanist for several well-known singers and have given many piano recitals. Interested in accredited college or university that has a wide awake department. Desire associate professorship this summer or fall. A 3272

Music: Man, 34, married, 2 children. Graduate Vienna State Academy; Ph.D. Musicology, Yale. Experience: 2 years' head of music department in middle-sized Midwestern college, 2 years' assistant dean of music school in large college and associate professor of music history and theory, many years teacher of piano, author, lecturer, and pianist. Desires good position in large school, if possible in East, with some graduate teaching. A 3273

Music: Man, 39, married, 2 children. Master of Music, Northwestern; residence requirement completed for doctor's degree, School of Sacred Music, Union Theological Seminary. Competent choral conductor, singer, teacher, and composer. Interested in madrigals and performance of other early music. At present, assistant professor, salary \$4500. Desires position in college or seminary as head of sacred music department. A 3274

Music: Man, 41, married, one child. Graduate from three leading conservatories. Diploma, Bach. M., M.M., credits toward Ph.D. in Musicology. Violin soloist. Rich teaching experience, and broad background in instrumental music, theory, and music history. Familiar with curricular problems. Desires position in university, or fine progressive college offering music degrees, and affording opportunities for creative undertakings. Preference for Southern states. A 3275

Music (Cellist): Man, 34, married. Can play in orchestra, or conduct; teach chamber music (all forms), bass, counterpoint, point and analysis, orchestration, theory, history, and appreciation. Experience: 10 years' college teaching, professional cellist, orchestra, and radio. Many successful students. Can furnish excellent recommendations. Wife is successful teacher of piano. A 3276

Music; Theory, Conduct orchestra, band and ensembles: Man, 31, married. Ph.D. in composition, University of Iowa. 5 years' college experience, 4 as head of theory department. Seeking position as head of music department or fine arts division, preferably in progressive institution wishing to expand fine arts program. A 3277

Music (Voice): Man, 31, single. M.M. (voice), University of Colorado, M.M. (Music Literature, voice recital thesis), University of Michigan; scholarship; further study at Juilliard School of Music. Instructor in voice. 3 years' teaching experience; 10 years' performing experience (2 in college work); concert, opera, oratorio and radio solo appearances; excellent references; qualified to teach in addition to voice—piano, music literature, and choral direction. Seeking position of associate or assistant professor. Prefer to teach in a state university or a conservatory of music. Desire change this year; available June, 1949; salary to start \$3800. A 3278

Music (Woodwinds, Chamber Music, Voice, Chorus, Musicology): Young woman desires position in music school, conservatory, college or university, preferably around New York City. B.M., Illinois Wesleyan University, M.M., University of Michigan, further study Conservatoire Americain, Fontainebleau, France. Pupil of Nadia Boulanger in musicology. Broad playing experience in solo and ensemble programs on flute. Excellent references. 5 years' college teaching experience, 1 year high school. Available fall, 1949. A 3279

Philosophy (also Greek, History of Civilization): Man, almost 50 years old, energetic. Ph.D. Member: American Philosophy Association, etc. Many years of experience. Desires good opportunity. Available for summer and fall on reasonable notice. A 3280

Philosophy: Man, 39, married. A.B., California; A.M., Ph.D., Columbia. One year at University of Vienna. Teaching experience in two first-rank universities. 6 years' war service in United States Army with final grade of Colonel. Treatise on axiology in course of publication. Would welcome teaching in humanities as well as philosophy. Available immediately. A 3281

Philosophy: Man, 30. M.A., Harvard; Ph.D., Columbia. Especially interested

- relations philosophy, art, and social science, also oriental culture. 6 years' college teaching. Enthusiastic, effective teacher. Book published, another ready. Available September, 1949. A 3282
- Philosophy, English: Man, 26, single. B.A., University of Dubuque, philosophy. Graduate study in philosophy, University of Iowa. 2 years' college teaching experience. C. H. Maxson, 111 S. Lucas, Iowa City, Iowa.
- Philosophy and/or Psychology: Man, 30, married. Ph.D. candidate for 1949. 3 years' university experience. Special interests in esthetics and scientific philosophy; can teach psychology as well; desire position in philosophy or psychology or both. A 3283
- Physical Education: Man, married, 3 children. B.S. and M.S., University of Illinois. Now chairman department of physical education, and chairman division of education, prominent liberal arts college. 24 years' successful experience, most at state universities as professor of physical education, director of athletics and coach. Author, publications. Training in guidance and personnel work. Excellent health. Desires greater opportunity as head of department, in larger college or university. Phi Delta Kappa. A 3284
- Physics: Man, 34, married. M.A., Ph.D. 5 years' university teaching; 3 years as a technical adviser for U. S. Navy. Available September, 1949. A 3285
- Physics, Geology: Man, 45, married. B.Sc. in engineering, M.S. in geology; doctorate work completed. 20 years' teaching experience. Technical papers on physics and geology. Available September, 1949. A 3286
- Physiology, General: Associate professor with 18 years' experience in teaching cellular and comparative physiology and general zoology. Desires appointment with more opportunity to concentrate in general physiology. Publications in cell physiology and limnology. A 3287
- Political Science: Man, 35, married, 3 children. A.B., Swarthmore, Ph.D., Pennsylvania. Specialties in labor, theory, state and local government. Now assistant professor. Previous practical administrative experience, followed by 4 years' university teaching. Interested both research and teaching. A 3288
- Political Science: Man, LL.M., Harvard. 17 years' teaching experience at Eastern colleges. Textbook in American Political Parties. Preference for that subject, constitutional law, international law, government and labor, and related subjects. Seven law review articles. 5 years' practice with leading law firms. A 3289
- Political Science (International Relations and Law; American Government): Age 30. Columbia M.A. and LL.B. Will have Ph.D. (Columbia) on completion of dissertation this summer. 3 years' teaching experience. Available September, 1949. A 3290
- Political Science (American Government; Public Administration): Young woman desires position in college, reasonably near large university if possible. B.A., Middlebury College, 1943. Phi Beta Kappa. Awarded internship National Institute of Public Affairs, 1943-44. M.A., Columbia University, 1948. 3 years' experience U. S. government and international agencies. 1 year part-time teaching experience. Available summer, fall, 1949. A 3291
- Political Science, Education: Mature man, Protestant. A.B., M.A., and admitted to candidacy for Ph.D. 10 years of broad legislative, executive experience in American state government; Military Government overseas during World War II. 2 years' experience teaching American governments (national, state, local), American politics, foreign governments, etc. Previously, 6 years' experience, principal and teacher elementary and secondary schools. Field of specialization, International relations. Membership A.A.U.P., A.P.S.A. Excellent references. Good health. Available immediately. A 3292
- Political Science, History, or Education: Man, 34, married. Ed.D., Columbia. Additional background in Psychology and Economics. 150 college credits in

social sciences, and 80 in education. Graduate work Harvard, Columbia, and Cincinnati. Interested in junior college level in university or teachers college. Emphasis on general education, social science survey courses, social impact of science and technology, and international relations. Taught in elementary, secondary, and adult education. Training in guidance. Publications, with one pending. Member A.P.S.A., N.C.S.S., A.A.J.C., $\phi\Delta\Kappa$, etc. Former consultant to U. N. Atomic Energy Commission, and project specialist in U. S. Office of Education. A 3293

Political Science and History (International Relations, Political Theory, Introduction to Government, Comparative Government, Modern European History, History of Western Civilization, Contemporary Civilization): Man, 40, married, 1 child. J.D. and Ph.D. 10 years of college teaching, research, government service. Broad international experience. Numerous publications. Now assistant professor in New England college, desires professional advancement, preferably a position in university or first-rate college. A 3294

Psychologist: Man, 34, married. Ph.D. Wide background in clinical work, student counseling. Now assistant professor major university. Desires advancement. Seeks to organize and/or direct student counseling service, with other teaching and administrative responsibilities. Have taught clinical, personality, adolescence, abnormal courses. Member A.P.A., Sigma Xi, Phi Delta Kappa, A.A.A.S. Available summer or fall, 1949. A 3295

Psychologist: Man, 28, married, 1 child. Ph.D. expected in June. 3 years' teaching experience in addition to experience as a counselor. Interested in training students in vocational and educational guidance. Available in September, 1949. A 3296

Psychologist: Experienced university professor and department head. Ph.D., Fellow A.A.A.S. Available September for teaching and/or administrative position in well-established institution. A 3297

Psychologist: Man, 39, married, 2 children. Ph.D. 10 years' broad teaching experience. Active research record in experimental and statistical fields. Textbook just published. At present head of small department. Desires change this year or next. A 3298

Psychologist: Ph.D. 10 years' teaching experience; 7 years' secondary, 3 years' college. Member of A.P.A., A.A.U.P., A.C.P.A., N.V.G.A. Subjects: Abnormal psychology, child psychology, educational psychology, psychology of learning, clinical psychology, director of guidance and counseling. Available September, 1949. A 3299

Psychologist: Man, 28. Ph.D. Assistant Professor. Teaching fields: general, social, developmental, clinical and abnormal, personality and adjustment, systematic psychology. Associate, American Psychological Association. Employed at Midwestern university. Available September, 1949. A 3300

Psychology, boundary fields to Sociology: Social and abnormal psychology. Member of professional societies. Outstanding references. European degree. Available for summer or for fall. A 3301

Public Relations Director of University: Man, 34. B.A., M.A., all work on Ph.D., except thesis when interrupted by war. Former college professor in history and government. Phi Beta Kappa. Have been doing creative writing for press since 1945, and running own business in publishing field. Would like to do similar work of publicity for university along East Coast preferably. A 3302

Religion and Philosophy: Man, 31, Protestant, wife and child. Two earned doctorates. Over 5 years of teaching experience. A 3303

Romance Languages: Man, 34, married, 2 children. Ph.D. Special fields, Portuguese and Latin American literature. 11 years' teaching experience. Wide travelling. Successful research; numerous publications. At present

- assistant professor in Midwestern state university. More permanent position desired. Available for winter, 1949. A 3304
- Russian and French: Man, 32, single. 2 years' college teaching experience. Taught French and Russian at a Midwest liberal arts college. Now completing Slavic studies at Columbia University. Native fluency in French and in Russian. Had European and American university experience. Interpreter and translator in U. S. Army Intelligence. Available, September. Write, Joseph Zeleniak, 1515 Albright Avenue, Scranton, Pennsylvania. A 3305
- Russian literature and language: Young woman. M.A., Radcliffe, working toward Ph.D. 5 years' teaching at outstanding Eastern universities. European background. German, French, Polish. Numerous publications. Editorial work on literary magazines. Desires professional advancement, preferably position in university or first-rate college. Available September, 1949. A 3305
- School Administration and History and Principles of Education: Man, mature, single. Degrees: Ph.D., A.M., A.B., B.S. Experience: County and state superintendent of schools; at present assistant professor leading state university. Membership in A.A.U.P., A.A.S.A., Phi Delta Kappa. Available for college teaching position on short notice. A 3306
- Sociology: Young male. Ph.D. with general teaching and research experience; professional publications; interested in change. Available September, 1949. A 3307
- Sociology: Man, mature, experienced. Ph.D. Desires department headship in nonsectarian college or university. Prefers Northeast or Far West. Dossier on request. A 3308
- Sociology and Related Fields: Man. Ph.D. Years of teaching and practical experience. Recommendations from highest authorities. Formerly administrator of department; other important educational administrative experience. Interested in appropriate position. Available from May, 1949. A 3309
- Spanish: Degrees from North and South American universities. 9 years of experience in New York State universities. Excellent references. Spanish, Spanish and Latin-American Literatures. Latin American area studies, cultural, political, commercial relations. Available for summer and fall. A 3310
- Spanish: Christian, married, American citizen. Native professor of Spanish and literature. M.A., Yale, equivalent to a Ph.D. in graduate work. 8 years of college teaching experience, 7 years in university, and 11 years' director and professor of languages in a language school. Most unique method used. Experienced in teaching language methods. Many of my students are teaching the Spanish language today, very successfully. Travelled extensively throughout Europe and the Americas. Desire permanent position affording opportunity to build strong language department in a progressive college or university, either as professor or associate professor. Salary \$4000 or \$2500 plus maintenance for the school year. A 3311
- Spanish: Man, 40. M.A. in Spanish, New York University. Working for the Ph.D. 3 years' experience at Lehigh University. Native of Puerto Rico; in the States since 1927. Available June 1, 1949. A 3312
- Spanish: Native woman. B.A. 9 years' experience in teaching of languages, including French. Now teaching in a well-known college. Desires change to permanent position. Available middle of June, 1949 for summer session if desired, and on year-round basis for fall, 1949. Junior college considered. A 3313
- Spanish: Woman, 38. M.A., Missouri University, plus additional study abroad. Instructor at the University of Wisconsin Extension; desires position with tenure. A 3314
- Spanish: Man, Spanish speaking, born in South America, Spanish wife, American

- citizen. 30 years' teaching experience (15 in colleges), now graduate school university professor, with permanent position, will be free next summer. Can teach any Spanish course (literature or language), especially history of literature (Spanish or Spanish American), Hispanic civilization, business Spanish, phonetics, Picaresque novel, composition, grammar, etc., a specialist in the correction of common errors. Well known. Numerous publications. Excellent references. Available June 15. A 3315
- Spanish, French, Italian: Man. M.A., Yale in Romance Languages and Literature. 18 years' teaching experience in outstanding universities in the States, now travelling through Latin America on business. Available on reasonable notice. Post Office Box 667, San José, Costa Rica. A 3316
- Speech: Man, veteran, single. Now completing academic work on Ph.D. and teaching part time in university speech department. European study and travel. Broad teaching experience including fundamentals of speech, voice and diction, oral interpretation, public speaking, acting, and play direction. At present specializing in speech pathology and therapy. Excellent recommendations. Available September, 1949. A 3317
- Speech: Man, 29, Protestant, married, 1 child. A.B., M.A., and additional graduate study. $3\frac{1}{2}$ years' college teaching experience. Has taught public speaking, voice and diction, group discussion, oral interpretation, radio and dramatic literature. Experience in play direction and debate. Desires position at present rank of assistant professor. Available in September. A 3318
- Speech and Drama: Master's degree, University of Chicago. Professional stage and radio experience. Teaching experience in speech fundamentals, oral interpretation, diction, dramatics, and platform work. A 3319
- Statistics, Accounting and Economics (especially Business Cycle theory): Englishman, 43. M.A. of the University of Oxford. Formerly Chief Statistician in H.M. Colonial Office, London, formerly Flight Lieutenant, Royal Air Force, immigrated into U. S. for permanent residence in 1947 and now teaching the University System of Georgia; desires appointments for summer vacation 1949 and for academic year 1949-50, preferably in Northeastern state. A 3320
- Zoology: Man, married. Ph.D., Harvard University National Research Fellow at foreign laboratory; experienced teacher of zoology, entomology, and general biology. Interested in research; publications; Sigma Xi and leading professional societies. Excellent references. Widely travelled. Administrative experience. Available June 15, 1949. A 3221

OUTSTANDING PUBLICATIONS ON THE AMERICAN COLLEGE

Bulletin of the Association of American Colleges, edited by Guy E. Snively.
Issued four times a year. \$3.00.

The Colleges for World Service — The Proceedings of the Thirty-fifth Annual Meeting, 1949. Annual Reports, Minutes, Membership, Constitution. (*Bulletin*, March, 1949.) \$1.50.

The American Colleges and the Social Order by Robert Lincoln Kelly. An interpretative and critical study of the development of American colleges and college education which gives new perspective to the much discussed problems of higher education today. The Macmillan Company, New York. \$2.50.

Architectural Planning of the American College by J. Fredrick Larson and Archie M. Palmer. The McGraw-Hill Company, New York. 170 pages. \$1.00.

Comprehensive Examinations in American Colleges by Edward Safford Jones. 434 pages. \$2.50.

Comprehensive Examinations in the Humanities by Edward Safford Jones. Questions used in senior terminal examinations in the classics, English, modern languages, philosophy, art. 112 pages. \$1.00.

College Music by Randall Thompson. Report of an investigation of non-professional offerings in typical selected institutions under a subvention from the Carnegie Corporation. The Macmillan Company, New York. \$2.50.

Orders for the above publications may be sent to the

ASSOCIATION OF AMERICAN COLLEGES

726 Jackson Place, N. W., Washington 6, D. C.

1918



1949

Collective Life Insurance for College Staff Members

By group action you can obtain life insurance at remarkably low rates.

Protection including dividends for each \$1 a month premium:

<i>Age</i>	<i>Death Benefit</i>
30	\$3,211
40	2,093
50	1,040
60	494

A college can establish a plan for twenty-five or more persons; premiums can be shared. No medical examination required.

TIAA will supply A.A.U.P. Chapters, special committees, or individuals with full information on Collective Decreasing Insurance, outlined above, or on the new Collective Level Insurance.

TEACHERS INSURANCE AND ANNUITY ASSOCIATION

522 FIFTH AVENUE

NEW YORK 18, N. Y.